

Agenda

SUTTER COUNTY BOARD OF EDUCATION

Regular Meeting

Wednesday, August 11, 2021 - 5:30 p.m.
Sutter County Superintendent of Schools Office
970 Klamath Lane – Board Room
Yuba City, CA 95993

Participation Available Via Teleconference

<https://us02web.zoom.us/j/81427290948>

A full Board packet is available for review at the Sutter County Superintendent of Schools Office Reception Desk, 970 Klamath Lane, Yuba City, CA (8:00 a.m. – 5:00 p.m., Monday through Friday – excluding legal holidays) and the Sutter County Superintendent of Schools' website at www.sutter.k12.ca.us.

5:30 p.m.

1.0 Call to Order

2.0 Pledge of Allegiance

3.0 Roll Call of Members:

Ron Turner, President
June McJunkin, Vice President
Victoria Lachance, Member
Jim Richmond, Member
Harjit Singh, Member

4.0 Items of Public Interest to Come to the Attention of the Board

Members of the public are given an opportunity to address the Board regarding items not listed on the agenda. *The California Government Code, Section 54954.3(a) states, “.....no action shall be taken on any item not appearing on the agenda unless the action is otherwise authorized by subdivision (b) of Section 54954.2.*

5.0 Approve the following Minutes of the Sutter County Board of Education [**Action Item**]

5.1 The minutes of the June 16, 2021 regular meeting of the Sutter County Board of Education are presented for approval.

5.2 The minutes of the June 23, 2021 special meeting of the Sutter County Board of Education are presented for approval.

5.3 The minutes of the July 14, 2021 regular meeting of the Sutter County Board of Education are presented for approval.

- 6.0 Adopt Resolution No. 21-22-I to Establish a Payroll Clearing Fund at the Auditor-Treasurer - Nicolaas Hoogeveen **[Action Item]**

To open a Sutter County Payroll Clearing Fund at the Auditor-Treasurer.

- 7.0 2021-22 Consolidated Application – Spring Release Nicolaas Hoogeveen **[Action Item]**

Annually, each local educational agency (LEA) submits the spring release of the application to document participation in various state and federal programs to county offices, school districts and direct-funded charter schools throughout California and to provide assurances that the legal requirements of each program are complied with. The Board is asked to adopt the Consolidated Application: Spring Release 2021-22.

- 8.0 Quarterly Report on Williams/Uniform Complaints (April 1, 2021 – June 30, 2021) Brian Gault

Education Code 35186 requires the county superintendent to report on the number and nature of complaints.

- 9.0 Business Services Report

9.1 Monthly Financial Report – July 2021 – Nic Hoogeveen

9.2 Investment Statement – May 2021 – Ron Sherrod

9.3 Facilities Report – Ron Sherrod

- 10.0 Learning Communities for School Success Program (LCSSP) Grant Presentation of Results – Virginia Burns

Per grant reporting requirements, results from year one implementation must be presented to the Board.

- 11.0 Appointment of Supervisors of Attendance Virginia Burns – **[Action Item]**

Per Education Code 48245, in any district or districts with an average daily attendance of 1,000 or more school children, according to the annual school report of the last preceding school year, no district supervisor of attendance shall be appointed, unless he has been lawfully certificated for the work by the county board of education.

Recommend: Virginia Burns be reappointed as the County Supervisor of Attendance for Sutter County Superintendent of Schools as she was trained in all duties of Supervisor of Attendance on August 3, 2021.

Jennifer Cates be certified as the Supervisor of Attendance for Yuba City Unified School District as she was trained in all the duties of Supervisor of Attendance on August 3, 2021.

- 12.0 Superintendent Policy/Board Policy and Administrative Regulation 6158
Superintendent Reusser and Brian Gault [**Action Item**]

SP/BP 6158 and SP/BP-AR 6158 have been revised to reflect new law AB 130 which requires all districts and county offices, for the 2021-22 school year, to offer independent study to meet the educational needs of students.

- 13.0 Approval of Graduation Requirements for 2021-2022
Eric Pomeroy [**Action Item**]

Sutter County Adult Education is requesting the approval for the 2021-2022 graduations requirements. Graduation requirements will be updated to better reflect student needs, successful transitions and alignment with secondary and post-secondary programs.

- 14.0 Long Range Facilities Master Plan – James Peters [**Action Item**]
Review and preliminary approval of the Long Range Facility Master Plan draft.

- 15.0 Items from the Superintendent/Board

- 16.0 Adjournment

In compliance with the Americans with Disabilities Act, for those requiring special assistance to access the Board Meeting room, to access written documents being discussed at the Board Meeting, or to otherwise participate at Board Meetings, please contact the Superintendent's Office at 530-822-2900 for assistance. Notification at least 48 hours prior to the meeting will enable the Superintendent's Office to make reasonable arrangements to ensure accessibility to the Board Meeting and to provide any required accommodations, auxiliary aids or services.

All Open Session Agenda related documents, including materials distributed less than 72 hours prior to the scheduled meeting, are available to the public for viewing at the Sutter County Superintendent of Schools Office located at 970 Klamath Lane, Yuba City, CA 95993.

Agenda Item No. 5.0

BOARD AGENDA ITEM: Approve Minutes of the June 16, 2021, June 23, 2021, and July 14, 2021, Regular Board Meetings

BOARD MEETING DATE: May 12, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☒ Action

Maggie Nicoletti

☐ Reports/Presentation

SUBMITTED BY:

☐ Information

Tom Reusser

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Tom Reusser

BACKGROUND AND SUMMARY INFORMATION:

The minutes of the regular meetings of the Sutter County Board of Education held June 16, 2021, June 23, 2021, and July 14, 2021, are presented for approval.

Unapproved
SUTTER COUNTY BOARD OF EDUCATION MINUTES
Regular Meeting
June 16, 2021

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Turner at 5:31 p.m., June 16, 2021, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

The Pledge of Allegiance was led by Harjit Singh.

3.0 Roll call of Members

Ron Turner, President – Present
June McJunkin, Vice President – Present
Victoria Lachance, Member – Present
Jim Richmond, Member – Present
Harjit Singh, Member – Present

Superintendent Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Ron Sherrod, Nic Hoogeveen, Brian Gault, and Angela Huerta

4.0 Items of Public Interest to come to the attention of the Board

5.0 Approve Minutes of the May 12, 2021, Regular Meeting

5.1 A motion was made to approve the minutes of the May 12, 2021, regular meeting of the Sutter County Board of Education.

Motion: McJunkin *Seconded:* Singh
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Lachance, Singh and Richmond)
Noes: 0
Absent: 0 *Abstain:* 0

5.2 A motion was made to approve the minutes of the May 25, 2021, study session of the Sutter County Board of Education.

Motion: Singh *Seconded:* Richmond
Action: Motion Carried
Ayes: 5 (McJunkin, Turner, Lachance, Singh and Richmond)
Noes: 0
Absent: 0 *Abstain:* 0

6.0 Public Hearing on the Sutter County Superintendent of Schools' 2021-2024 Local Control Accountability Plan (LCAP) and Annual Update

President Turner declared the Public Hearing open at 5:33 p.m.

Brian presented the LCAP and stated it has been challenging under the COVID conditions. He reviewed the LCAP document with the Board and stated there will be a couple of changes prior to bringing it back for final adoption. Annual Updates show what worked well and what didn't in the past. Budget overview for parents (page 2) cell did not print properly and they are working with CDE to correct this. There are a couple of goals and actions missing on the LCAP that was included in the Board Packet and it will be corrected before final approval.

There being no further comments, President Turner declared the Public Hearing closed at 5:44 p.m.

- 7.0 Public Hearing on the Pathways Charter Academy 2021-2024 Local Control Accountability Plan (LCAP) and Annual Update
President Turner declared the Public Hearing open at 5:44 p.m.

Brian explained the differences in seat based learning versus non-seat based learning in schools.

There being no further comments, President Turner declared the Public Hearing closed at 5:49 p.m.

- 8.0 Public Hearing on Proposed 2021-2022 Sutter County Superintendent of Schools' Budget
President Turner declared the Public Hearing open at 5:43 p.m.

Nic stated this has been a wild year. There was 10% reduction to LCFF funds for the county office; PERS and STRS rates are increasing; we looked at reductions for each department. Nic stated that we are still focused on doing what is best for students. Some of the funding coming in is one-time funding due to COVID. Page B4 has had some changes after the Board Packet went to the Board Members; Criterion Standards, date of LCAP adoption and additional indicators referring to PCA. These changes will be made before submitting the Budget to the state. June asked about the ADA (page D1); she said the decrease was very substantial for YCUSD and she wondered about the effect it would have on the district. June thanked Nic and his staff for the Budget document.

There being no further comments, President Turner declared the Public Hearing closed at 6:19 p.m.

- 9.0 Public Hearing on Sutter County Superintendent of Schools' Education Protection Account (EPA)
President Turner declared the Public Hearing open at 6:19 p.m.

Nic reviewed the 2021-2022 Education Protection Account with Board members and stated this is a yearly agenda item. Nic stated these funds come from the LCFF funds that we receive. Auditors will review this and make sure the funds were spent properly.

There being no further comments, President Turner declared the Public Hearing closed at 6:20 p.m.

12.0 Adoption of Resolution No. 20-21-VI – Education Protection Account (EPA)
A motion was made to adopt Resolution No. 20-21-VI – Education Protection Account (EPA).

Roll Call: McJunkin aye; Singh aye; Lachance aye; Richmond aye; and Turner aye

Motion: McJunkin

Seconded: Richmond

Action: Motion Carried

Ayes: 5 *Roll call:* McJunkin, Richmond, Turner, Lachance and Singh

Noes: 0

Absent: 0

Abstain: 0

13.0 Business Services Report

13.1 Monthly Financial Report – May 2021

Nic reviewed the Summary Report of Revenues, Expenditures and Changes in Fund Balance for the month of May.

13.2 Donations

Ron stated Recology donated a twenty yard box of concrete, valued at \$1,259.43, to be used for landscaping at Shady Creek.

13.3 Facilities Update

Ron gave an update to the Board. He informed the Board that James is working on the Facility Master Plan and he is working with the contractor. Hopefully we will have the draft by the July Board Meeting; however, it could possibly be the August Board Meeting. ESSR funds allow some things as long as they can be tied back to COVID. The HVAC at Shady Creek will be upgraded.

14.0 Items from the Superintendent/Board

- Graduation season is over; two students from PCA graduated. One of Jim's employee's Mom graduated from our Adult Ed Program.
- Shady Creek has a few things scheduled for the summer; the fiddler group will not be coming this year.
- The Food Trailer is out and it is being requested by the community; the Chamber would like to use in the future. Disaster Relief would like to use it on Friday.
- Tom received a nasty gram from someone regarding opening our meetings.

- June asked about quarterly updates for LCAP.
- Jim asked about department reports. We will start again in September.

15.0 Adjournment

A motion was made to adjourn the meeting at 6:39 p.m.

Motion: McJunkin

Seconded: Richmond

Action: Motion Carried

Ayes: 5 (McJunkin, Turner, Lachance, Richmond and Singh)

Noes: 0

Absent: 0

Abstain: 0

Unapproved
SUTTER COUNTY BOARD OF EDUCATION MINUTES
Regular Meeting
June 23, 2021

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Turner at 5:30 p.m., June 23, 2021, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

The Pledge of Allegiance was led by Ron Turner.

3.0 Roll call of Members

Ron Turner, President - present

June McJunkin, Vice President - present

Victoria Lachance, Member - present

Jim Richmond, Member - present

Harjit Singh – Member - present

Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Brian Gault, Ron Sherrod, Nic Hoogeveen and Rick Graham

4.0 Items of Public Interest to come to the attention of the Board

None

5.0 Public Hearing to Sunshine 2020-2021 Bargaining Proposal CSEA Chapter 634 (Classified Employees)

President Turner declared the Public Hearing open at 5:32 p.m.

Ron reviewed the information contained in the Board Packet. There being no further comments, President Turner declared the Public Hearing closed at 5:34 p.m.

6.0 2021-2024 Sutter County Plan for Providing Educational Services to Expelled Students

A motion was made to approve the 2021-2024 Sutter County Plan for Providing Educational Services to Expelled Students.

Motion: Lachance

Seconded: Singh

Action: Motion Carried

Ayes: 5 (Richmond, Singh, McJunkin, Lachance and Turner)

Noes: 0

Absent: 0

Abstain: 0

7.0 Adopt Resolution No. 20-21-VII to Establish an Enterprise Fund

A motion was made to adopt the Resolution No. 20-21-VII to Establish an Enterprise Fund.

Roll Call Vote: McJunkin, aye; Richmond, aye; Lachance, aye; Singh, aye; and Turner, aye.

<i>Motion:</i>	McJunkin	<i>Seconded:</i>	Richmond
<i>Action:</i>	Motion Carried		
<i>Ayes:</i>	5 (Richmond, Singh, McJunkin, Lachance and Turner)		
<i>Noes:</i>	0		
<i>Absent:</i>	0		
<i>Abstain:</i>	0		

8.0 SCSOS Plan to Support the School Districts within Sutter County

Brian stated that the information contained in the SCSOS Plan to Support the School Districts within Sutter County will be submitted with the LCAP pursuant to Education Code 52070.5.

9.0 Pathways Charter Academy 2020/2021 Local Indicators

Brian reviewed the PCA 2020/2021 Local Indicators with the Board and stated this is an annual requirement.

10.0 Feather River Academy 2020/2021 Local Indicators

Brian reviewed the FRA 2020/2021 Local Indicators with the Board and stated this is an annual requirement.

11.0 Adoption of Sutter County Superintendent of Schools' 2021-2024 Local Control and Accountability Plan (LCAP)

A motion was made to adopt the Sutter County Superintendent of Schools' 2021-2024 Local Control and Accountability Plan (LCAP).

<i>Motion:</i>	Richmond	<i>Seconded:</i> Singh
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (Richmond, Singh, McJunkin, Lachance and Turner)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	
<i>Abstain:</i>	0	

12.0 Adoption of Pathways Charter Academy 2021-2024 Local Control and Accountability Plan (LCAP)

A motion was made to adopt the Pathways Charter Academy 2021-2024 Local Control and Accountability Plan (LCAP).

<i>Motion:</i>	McJunkin	<i>Seconded:</i> Lachance
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Lachance, Richmond, Singh and Turner)	
<i>Noes:</i>	0	
<i>Absent:</i>	0	
<i>Abstain:</i>	0	

13.0 Adoption of the 2021-2022 Sutter County Superintendent of Schools' Budget

A motion was made to adopt the 2021-2022 Sutter County Superintendent of Schools' Budget.

Motion: Richmond *Seconded:* McJunkin
Action: Motion Carried
Ayes: 5 (Richmond, McJunkin, Lachance, Singh and Turner)
Noes: 0
Absent: 0 *Abstain:* 0

14.0 Items from the Superintendent/Board
None

15.0 Adjournment

A motion was made to adjourn the meeting at 6:08 p.m.

Motion: Richmond *Seconded:* Singh
Action: Motion Carried
Ayes: 5 (Richmond, Singh, McJunkin, Lachance and Turner)
Noes: 0
Absent: 0

Unapproved
SUTTER COUNTY BOARD OF EDUCATION MINUTES
Regular Meeting
July 14, 2021

1.0 Call to Order

A regular meeting of the Sutter County Board of Education was called to order by President Turner at 5:34 p.m., July 14, 2021, at the Sutter County Superintendent of Schools Office, 970 Klamath Lane, Yuba City, California.

2.0 Pledge of Allegiance

Victoria Lachance led the Pledge of Allegiance.

3.0 Roll call of Members

Ron Turner, President – Present via zoom
June McJunkin, Vice President – Present
Victoria Lachance, Member – Present
Jim Richmond, Member – Present
Harjit Singh ~ Member - Present

Superintendent Tom Reusser, Ex-officio Secretary – Present

Staff Members Present: Ron Sherrod, Nic Hoogeveen, Brian Gault, Joe Hendrix, James Peters and Maggie Nicoletti

4.0 Items of Public Interest to come to the attention of the Board

None

5.0 SCSOS Plan for Safe Return to In-Person Instruction and Continuity of Services

Brian explained the time lines for qualifying for the ESSR dollars and stated the amount is approximately \$730,000.00. He further expressed that we could tailor the plan to meet the more specific plans; we moved our existing COVID plan over to the ESSR Plans. After submission, this plan will need updating every six months. We will need to update the section on masks, physical distancing and cohorts, isolation and quarantine and some of the diagnostics and screening. The Expenditure Plan needs approval by October 29, 2021.

6.0 Long Range Facilities Master Plan – Table of Contents Review

James reported that this is an opportunity to dive deep in to our facilities with an understanding of what will be needed and what will be offered down the road. We presently have inadequate conference space, adult education space and parking spaces. This document will remain a draft for forty-five days and will become a living document after Board approval. After discussion, this item was tabled and will be brought back to the August Board Meeting.

7.0 Business Services Report

7.1 Monthly Financial Report: Nic reviewed the Summary Report of Revenues, Expenditures and Changes in Fund Balance for June 2021 with the Board. Not many changes from June 15 – July 14, 2021.

7.2 Investment Report: Ron reviewed the Investment Report with the Board. This is the latest report available as of April 30, 2021.

Ron shared pictures (taken by a drone) of the new shade coverings recently installed at Shady Creek.

8.0 Approval of Lease with Toltec Investment and Development Company

Ron stated this lease is intended to house our new programs; Tom expressed that we will be adding new programs in the future. Ron confirmed that a meeting is scheduled for this Friday, July 16, 2021, with all players; final approval will be on August 5, 2021. This is a two-year, month-to-month lease and will be temporary until SCSOS has a new building constructed.

A motion was made to approve the lease with Toltec Investment and Development Company pending the closing of the definitive agreement to transfer the educational program to SCSOS.

<i>Motion:</i>	McJunkin	<i>Seconded:</i> Lachance
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (Richmond, Singh, McJunkin, Lachance and Turner))	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

9.0 Memorandum of Understanding (MOU) between the Sutter County Superintendent of Schools and AeroSTEM Academy

Joe stated we worked internally, with AeroSTEM and with legal counsel to develop this MOU and the MOU is intended to cover the entire period of the charter renewal (July 1, 2021 – June 30, 2026). SELPA has approved AeroSTEM to join SELPA as an LEA. Joe informed the Board that the insurance levels noted in the MOU are deemed appropriate. This MOU will be presented to the AeroSTEM Board for approval in August; the MOU will be effective from July 1st.

A motion was made to approve the Memorandum of Understanding (MOU) between the Sutter County Superintendent of Schools and AeroSTEM Academy.

<i>Motion:</i>	Richmond	<i>Seconded:</i> Singh
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Richmond, Singh, Lachance and Turner))	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

10.0 Items from the Superintendent/Board

Tom discussed the new CDC and CDPH mask mandates that came out last Friday. Since that date, twenty-nine county superintendents have agreed to support a letter, generating from Placer County, to send to Governor Newsom regarding students wearing facemasks while at school. Tom believes more counties will jump on board in support of this letter.

We received some money through Ed Services and Mental Health to promote schools reopening and encouraging students return to classrooms. We are doing some campaigns that will most likely result in radio time, billboards and possibly commercials.

Department presentations will be on the Board agendas beginning in September. August 9th is the Countywide In-service. Directors have been planning this event and it will be different this year than it has been in the past. The SCSOS culinary food trailer will provide lunch.

All Board Members have been registered for the CCBE Conference and rooms have been booked. Tom would like to plan a group dinner and, hopefully, include the Yuba County Board of Education.
ESY ends Friday; overall, it has gone quite smooth this year.

11.0 Adjournment

A motion was made to adjourn the meeting at 6:22 p.m.

<i>Motion:</i>	McJunkin	<i>Seconded:</i> Richmond
<i>Action:</i>	Motion Carried	
<i>Ayes:</i>	5 (McJunkin, Richmond, Singh, Lachance and Turner))	
<i>Noes:</i>	0	
<i>Absent:</i>	0	<i>Abstain:</i> 0

Agenda Item No. 6.0

BOARD AGENDA ITEM: Adopt Resolution No. 21-22-I to Establish a Payroll Clearing Fund at the Auditor-Treasurer

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

 x Action

 Reports/Presentation

 Information

 Public Hearing

 Other (specify)

PREPARED BY:

Nicolaas Hoogeveen

SUBMITTED BY:

Nicolaas Hoogeveen

PRESENTING TO BOARD:

Nicolaas Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

To open a Sutter County Payroll Clearing Fund at the Auditor-Treasurer.

**SUTTER COUNTY BOARD OF EDUCATION
SUTTER COUNTY SUPERINTENDENT OF SCHOOLS**

Resolution to Establish a Payroll Clearing Fund

Resolution No. 21-22 -I

WHEREAS, it is desirable that the Sutter County Superintendent of Schools have a Payroll Clearing Fund for the purpose of segregating Sutter County payroll net pay, contributions and deductions from the district's. This will help to be in compliance of Governmental Accounting Standards Board (GASB) 84.

THEREFORE, BE IT RESOLVED, that the Governing Board hereby authorizes the Sutter County Auditor and Treasurer to establish a fund to be known as the Sutter County Payroll Clearing Fund.

I hereby certify that the foregoing is a true copy of the resolution adopted by the Sutter County Board of Education, in a meeting thereof held on August 11, 2021 by the following vote:

McJunkin ____; Singh ____; Lachance ____; Richmond ____; Turner ____

Ayes: ____

Noes: ____

Absent: ____

Ron Turner, President
Sutter County Board of Education

Tom Reusser, Ex-officio Secretary
Sutter County Board of Education

Agenda Item No. 7.0

BOARD AGENDA ITEM: 2021-22 Consolidated Application- Spring Release

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

X Action

Nicolaas Hoogeveen

 Reports/Presentation

SUBMITTED BY:

 Information

Nicolaas Hoogeveen

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Nicolaas Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The Consolidated Application (ConApp) is used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and direct-funded charter schools throughout California.

Annually, each local educational agency (LEA) submits the spring release of the application to document participation in these programs and provide assurances that the district will comply with the legal requirements of each program. Program entitlements are determined by formulas contained in the laws that created the programs. The Sutter County Board of Education is asked to adopt the Consolidated Application: Spring Release 2021-22.

2021-22 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at <https://www.cde.ca.gov/fg/aa/co/ca21assurance.toc.asp>.

CDE Program Contact:

Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Nicolaas Hoogeveen
Authorized Representative's Signature	
Authorized Representative's Title	Director, Business Services
Authorized Representative's Signature Date	07/22/2021

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Carrie Lopes, Title I Policy, Program, and Support Office, CLopes@cde.ca.gov, 916-319-0126

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tom Reusser
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	07/22/2021
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

*****Warning*****

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2021-22 LCAP Federal Addendum Certification**CDE Program Contact:**Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233**Initial Application**

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/23/2021
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Tom Reusser
Authorized Representative's Title	Superintendent

*****Warning*****

The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2021-22 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297**Local Governing Board Approval**

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

Date of approval by local governing board	08/11/2021
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District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

DELAC representative's full name (non-LEA employee)	
DELAC review date	
Meeting minutes web address Please enter the web address of DELAC review meeting minutes (format http://SomeWebsiteName.xxx). If a web address is not available, then the LEA must keep the minutes on file which indicate that the application was reviewed by the committee.	
DELAC comment If an advisory committee refused to review the application, or if DELAC review is not applicable, enter a comment. (Maximum 500 characters)	Not applicable as the number of English Learners is less than 50.

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111 et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	No

*****Warning*****

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2021-22 Application for Funding**CDE Program Contact:**Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes
---	-----

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2021-22 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for 2021-22 English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831
Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739

Estimated Allocation Calculation

Estimated English learner per student allocation	\$126.25
Estimated English learner student count	86
Estimated English learner student program allocation	\$10,858

Note: \$10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than \$10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at <https://www.cde.ca.gov/sp/el/t3/elconsortium.asp>.

Budget

Professional development activities	\$10,645
Program and other authorized activities	\$0
English Proficiency and Academic Achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	\$213
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$0
Total budget	\$10,858

*****Warning*****

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2021-22 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at <https://www.cde.ca.gov/fg/ac/sa/>.

2021-22 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

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2020-21 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Franco Rozic, Title I Monitoring and Support Office, frozic@cde.ca.gov, 916-319-0269

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Tom Reusser
Authorized Representative's Title	Superintendent
Authorized Representative's Signature Date	08/17/2020
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the Comment field. (Maximum 500 characters)	

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2020-21 Federal Transferability

Federal transferability of funds is governed by Title V in ESSA Section 5102. An LEA may transfer Title II, Part A and or Title IV, Part A program funds to other allowable programs. This transferability is not the same as Title V, Part B Alternative Uses of Funds Authority governed by ESEA Section 5211.

Note: Funds utilized under Title V, Part B Alternative Uses of Funds Authority are not to be included on this form.

CDE Program Contact:

Lisa Fassett, Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963
Kevin Donnelly, Rural Education and Student Support Office, KDonnelly@cde.ca.gov, 916-319-0942

Title II, Part A Transfers

2020-21 Title II, Part A allocation	\$12,537
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title IV, Part A	\$0
Transferred to Title V, Part B, Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B, Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title II, Part A funds transferred out	\$0
2020-21 Title II, Part A allocation after transfers out	\$12,537

Title IV, Part A Transfers

2020-21 Title IV, Part A allocation	\$10,000
Transferred to Title I, Part A	\$0
Transferred to Title I, Part C	\$0
Transferred to Title I, Part D	\$0
Transferred to Title II, Part A	\$0
Transferred to Title III English Learner	\$0
Transferred to Title III Immigrant	\$0
Transferred to Title V, Part B Subpart 1 Small, Rural School Achievement Grant	\$0
Transferred to Title V, Part B Subpart 2 Rural and Low-Income Grant	\$0
Total amount of Title IV, Part A funds transferred out	\$0
2020-21 Title IV, Part A allocation after transfers out	\$10,000

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2020–21 Title I, Part A LEA Allocation and Reservations

To report LEA required and authorized reservations before distributing funds to schools.

CDE Program Contact:Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948Rina DeRose, Title I Policy, Program, and Support Office, RDeros@cde.ca.gov, 916-323-0472

2020–21 Title I, Part A LEA allocation (+)	\$102,339
Transferred-in amount (+)	\$0
Nonprofit private school equitable services proportional share amount (-)	\$0
2020–21 Title I, Part A LEA available allocation	\$102,339

Required Reservations

Parent and family engagement (If the allocation is greater than \$500,000, then parent and family engagement equals 1% of the allocation minus the nonprofit private school equitable services proportional share amount.)	\$0
School parent and family engagement	\$0
LEA parent and family engagement	\$0
* Local neglected institutions Does the LEA have local institutions for neglected children?	No
Local neglected institutions reservation	
* Local delinquent institutions Does the LEA have local institutions for delinquent children?	No
Local delinquent institutions reservation	\$0
Direct or indirect services to homeless children, regardless of their school of attendance	\$200

Authorized Reservations

Public school Choice transportation	\$0
Other authorized activities	\$0
2020–21 Approved indirect cost rate	14.24%
Indirect cost reservation	\$11,038
Administrative reservation	\$2,594

Reservation Summary

Total LEA required and authorized reservations	\$13,832
School parent and family engagement reservation	\$0
Amount available for Title I, Part A school allocations	\$88,507

*****Warning*****

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2020-21 Title II, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title II, Part A Supporting Effective Instruction.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$12,537
Transferred-in amount	\$0
Total funds transferred out of Title II, Part A	\$0
Allocation after transfers	\$12,537
Repayment of funds	\$0
2020-21 Total allocation	\$12,537
Administrative and indirect costs	\$1,352
Equitable services for nonprofit private schools	\$0
2020-21 Title II, Part A adjusted allocation	\$11,185

*****Warning*****

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2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$12,692
Transferred-in amount	\$0
Transferred-out amount	\$0
2020-21 Total allocation	\$12,692

Professional Development Expenditures

Professional development for teachers	\$9,679
Professional development for administrators	\$1,446
All other professional development expenditures	\$198

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$1,369
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$12,692
2020-21 Unspent funds	\$0

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2020-21 Title III English Learner LEA Allocations and Reservations

The purpose of this data collection is to show the total allocation amount available to the local educational agency (LEA) for Title III English Learner (EL) student program, and to report required reservations.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total Allocation

2020-21 Title III EL student program allocation	\$41,071
Transferred-in amount	\$0
Repayment of funds	\$0
2020-21 Total allocation	\$41,071

Allocation Reservations

Professional development activities	\$40,266
Program and other authorized activities	\$0
English proficiency and academic achievement	\$0
Parent, family, and community engagement	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$805
Total allocation reservations	\$41,071

*****Warning*****

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2020-21 Title III English Learner YTD Expenditure Report, 6 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2020 through December 31, 2020.

CDE Program Contact:

Caroline Takahashi, Language Policy and Leadership Office, CTakahashi@cde.ca.gov, 916-323-5739
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2020-21 Title III EL student program allocation	\$41,071
Transferred-in amount	\$0
2020-21 Total allocation	\$41,071
Object Code - Activity	
1000-1999 Certificated personnel salaries	\$5,639
2000-2999 Classified personnel salaries	\$0
3000-3999 Employee benefits	\$1,144
4000-4999 Books and supplies	\$0
5000-5999 Services and other operating expenditures	\$0
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	\$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	\$135
Total year-to-date expenditures	\$6,918
2020-21 Unspent funds	\$34,153

*****Warning*****

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2020-21 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures and encumbrances by activity. Activity period covered is July 1, 2020 through June 30, 2021.

CDE Program Contact:

Arianna Bobadilla (Fiscal), Division Support Office, ABobadilla@cde.ca.gov, 916-319-0208

Lisa Fassett (Program), Standards Implementation Support Office, LFassett@cde.ca.gov, 916-323-4963

2020-21 Title II, Part A allocation	\$12,692
Transferred-in amount	\$0
Transferred-out amount	\$0
2020-21 Total allocation	\$12,692

Professional Development Expenditures

Professional development for teachers	\$9,679
Professional development for administrators	\$1,446
All other professional development expenditures	\$198

Recruitment, Training, and Retention Expenditures

Recruitment activities	
Training activities	
Retention activities	
All other recruitment, training, and retention expenditures	

Miscellaneous Expenditures

Class size reduction	
Administrative and indirect costs	\$1,369
Equitable services for nonprofit private schools	
All other allowable expenditures and encumbrances	
Total expenditures and encumbrances	\$12,692
2020-21 Unspent funds	\$0

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2020-21 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , KDonnelly@cde.ca.gov , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2020-21 Title IV, Part A LEA available allocation	\$10,000
Indirect cost reservation	\$1,078
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$8,922

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2020-21 Title IV, Part A LEA Allocations

The purpose of this data collection is to calculate the total allocation amount available to the local educational agency (LEA) for Title IV, Part A and to report reservations.

CDE Program Contact:

Kevin Donnelly, Rural Education and Student Support Office , KDonnelly@cde.ca.gov , 916-319-0942

2020-21 Title IV, Part A LEA allocation	\$10,000
Transferred-in amount	\$0
Total funds transferred out of Title IV, Part A	\$0
2020-21 Title IV, Part A LEA available allocation	\$10,000
Indirect cost reservation	\$1,078
Administrative reservation	\$0
Equitable services for nonprofit private schools	\$0
2020-21 Title IV, Part A LEA adjusted allocation	\$8,922

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;
2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:
 - a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;
 - b) Includes a dispute resolution process;
 - c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;
3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Virginia
Homeless liaison last name	Burns
Homeless liaison title	Coordinator II, Student Support and Outreach
Homeless liaison email address (Format: abc@xyz.zyx)	VirginiaB@sutter.k12.ca.us
Homeless liaison telephone number (Format: 999-999-9999)	530-822-2969
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.0

Homeless Liaison Training Information*****Warning*****

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2020-21 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov, 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	Yes
Attendance officers and registrars	Yes
Teachers and instructional assistants	Yes
School counselors	Yes

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment	
Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	09/01/2015
Does the LEA meet the above federal requirements	Yes
Compliance comment	
Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Title I, Part A Homeless Expenditures

2020-21 Title I, Part A LEA allocation	\$102,339
2020-21 Title I, Part A direct or indirect services to homeless children reservation	\$200
Amount of 2020-21 Title I, Part A funds expended or encumbered for direct or indirect services to homeless children	\$200
Homeless services provided (Maximum 500 characters)	Bus passes
No expenditures or encumbrances comment	
Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

*****Warning*****

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Agenda Item No. 8.0

BOARD AGENDA ITEM: Quarterly Report on Williams/ Uniform Complaints

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☐ Action

Danielle de Alba

☒ Reports/Presentation

SUBMITTED BY:

☐ Information

Brian Gault

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

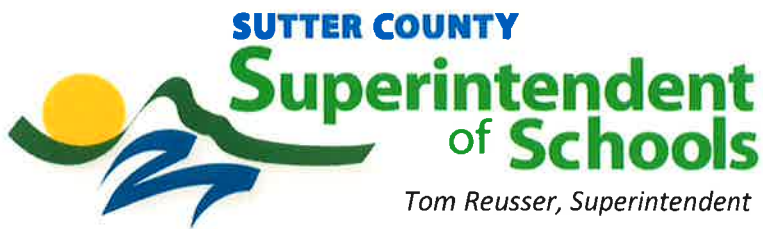
Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

As per Education Code 35186, the county superintendent reports on the number and nature of complaints filed for:

- 1) Textbooks and instructional materials
- 2) Teacher vacancies or mis-assignments
- 3) Facilities and conditions

There were no complaints filed by a district and no complaints filed by the county office programs during the period of April 2021 through June 2021.



970 Klamath Lane
Yuba City, CA 95993
PHONE: (530) 822-2933
FAX: (530) 822-3085

QUARTERLY REPORT ON WILLIAMS/VALENZUELA UNIFORM COMPLAINTS

(Education Code § 35186)

District: Sutter County Superintendent of Schools

Person completing this form: Brian Gault

Title: Assistant Superintendent

The Quarterly Report will be submitted at the Sutter County Superintendent of School's Board Meeting on August 11, 2021 for the reporting months of April, May, and June 2021.

Please indicate the date this information will be reported publicly at your District's governing board

meeting: August 11, 2021

Please check the box that applies:

- ☒ No complaints were filed with any school in the district during the quarter indicated above.
- ☐ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

General Subject Area	Total Number of Complaints	Number Resolved	Number Unresolved
Textbooks & Instructional Materials	0		
Teacher Vacancies or Misassignments	0		
Facilities/Conditions	0		
TOTALS	0		

Tom Reusser

PRINT NAME OF DISTRICT SUPERINTENDENT

SIGNATURE OF DISTRICT SUPERINTENDENT

BOARD AGENDA ITEM: Business Services Report

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☐ Action

Nic Hoogeveen

☐ Reports/Presentation

SUBMITTED BY:

☒ Information

Nic Hoogeveen

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Nic Hoogeveen

BACKGROUND AND SUMMARY INFORMATION:

The monthly financial report for July will be reviewed.

Summary Report of Revenues, Expenditures and Changes in Fund Balance (Unrestricted and Restricted Combined)

July 2021

07/01/21-07/15/21

Description	Account Codes	Original Budget	Operating Budget	Actuals to Date	Projected Yr Totals	Difference (Col D - B)	2021-22 % Actuals as a % of Budget
		7/1/21 (A)	7/1/21 (B)	7/15/21 (C)	7/15/21 (D)	(E)	
A. Revenues							
1. Local Control Funding Formula	8010-8099	\$ 10,139,242	\$ 10,139,242	\$ -	\$ 10,139,242	-	A 0.0%
2. Federal Revenues	8100-8299	\$ 4,935,686	\$ 4,935,686	\$ 7,174	\$ 4,942,950	7,264	B 0.1%
3. Other State Revenues	8300-8599	\$ 10,650,380	\$ 10,650,380	\$ 330,047	\$ 10,650,380	-	C 3.1%
4. Other Local Revenues	8600-8799	\$ 12,731,222	\$ 12,731,222	\$ -	\$ 12,819,544	88,322	D 0.0%
5. TOTAL REVENUES		\$ 38,456,530	\$ 38,456,530	\$ 337,221	\$ 38,552,116	\$ 95,586	0.9%
B. Expenditures							
1. Certificated Salaries	1000-1999	\$ 9,350,906	\$ 9,350,906	\$ -	\$ 9,352,334	1,428	E 0.0%
2. Classified Salaries	2000-2999	\$ 10,976,797	\$ 10,976,797	\$ -	\$ 10,976,797	-	F 0.0%
3. Employee Benefits	3000-3999	\$ 9,058,684	\$ 9,058,684	\$ -	\$ 9,059,006	322	G 0.0%
4. Books and Supplies	4000-4999	\$ 1,080,028	\$ 1,080,028	\$ 15,023	\$ 1,096,761	16,733	H 1.4%
5. Services, Other Operation	5000-5999	\$ 5,875,286	\$ 5,875,286	\$ 625,477	\$ 5,887,294	12,008	I 10.6%
6. Capital Outlay	6000-6999	\$ 161,504	\$ 161,504	\$ -	\$ 166,504	5,000	J 0.0%
7. Other Outgo	7100-7299	\$ 344,448	\$ 344,448	\$ -	\$ 344,448	-	K 0.0%
8. Direct Support/Indirect	7300-7399	\$ (76,792)	\$ (76,792)	\$ -	\$ (76,655)	137	L 0.0%
9. Debt Service	7400-7499	\$ -	\$ -	\$ -	\$ -	-	M 0.0%
10. TOTAL EXPENDITURES		\$ 36,770,861	\$ 36,770,861	\$ 640,500	\$ 36,806,489	35,628	1.7%
C. Excess (Deficiency) of Revenues Over Expenditures Before Other Financing Sources and Uses (A5-B10)							
		\$ 1,685,669	\$ 1,685,669	\$ (303,279)	\$ 1,745,627	\$ 59,958	-17.4%
D. Other Financing Sources/Uses							
1. Transfers In	8910-8979	\$ 185,000	\$ 185,000	\$ -	\$ 185,000	-	N 0.0%
2. Transfer Out	7610-7629	\$ 582,723	\$ 582,723	\$ -	\$ 582,723	-	O 0.0%
3. Contributions	8980-8999	\$ -	\$ -	\$ -	\$ -	-	P 0.0%
Total, Other Fin Sources/Uses		\$ (397,723)	\$ (397,723)	\$ -	\$ (397,723)	\$ -	0.0%
E. Net Change to Fund Balance							
		\$ 1,287,946	\$ 1,287,946	\$ (303,279)	\$ 1,347,904	\$ 59,958	
F. Fund Balance (Fund 01 only)							
1. Beginning Balance		\$ 16,757,177	\$ 16,757,177	\$ 16,757,177	\$ 16,757,177	-	
2. Adjustments/Restatements		\$ -	\$ -	\$ -	\$ -		
Ending Balance		\$ 18,045,123	\$ 18,045,123	\$ 16,453,898	\$ 18,105,081	\$ 59,958	
G. Components of Ending Fund Balance							
Designated Amounts	9711-9730	\$ 10,500	\$ 10,500		\$ 10,500	\$ -	
Legally Restricted	9740-9760	\$ 3,366,422	\$ 3,366,422		\$ 3,366,422	\$ -	
Assigned	9780	\$ 12,800,522	\$ 12,800,522		\$ 12,858,698	\$ -	
Restricted Economic Uncertainty	9789	\$ 1,867,679	\$ 1,867,679		\$ 1,869,461	\$ -	
Unassigned/Unappropriated	9790	\$ -	\$ -		\$ -	\$ -	

Explanation of Differences
Net Change in Current Year Budget July Board Report
07/01/21-07/15/21

	<u>Amount</u>	<u>Explanation of Differences</u>
A <u>Local Control Funding Formula (8010-8099)</u>		
	<u>\$ -</u>	
B <u>Federal Revenues (8100-8299)</u>		
Curriculum, Instruction, and Accountability (CIA)	\$ 7,264	Adjusting budget for 20/21 Title III Carryover
	<u>\$ 7,264</u>	
C <u>Other State Revenues (8300-8599)</u>		
	<u>\$ -</u>	
D <u>Other Local Revenues (8600-8799)</u>		
County Office	\$ 7,692	Adjusting budget to align with actuals
Student Support and Outreach (SSO)	\$ 80,630	Adjusting budget for 21/22 contract services to districts
	<u>\$ 88,322</u>	
E <u>Certificated Salaries (1000-1999)</u>		
Pathways Charter Academy	\$ 1,428	Adjusting budget to align with Local Control and Accountability Plan
	<u>\$ 1,428</u>	
F <u>Classified Salaries (2000-2999)</u>		
	<u>\$ -</u>	
G <u>Employee Benefits (3000-3999)</u>		
Various departments	\$ 322	Miscellaneous Adjustments
	<u>\$ 322</u>	
H <u>Books and Supplies (4000-4999)</u>		
County Office	\$ 2,500	Adjusting budget to align with actuals
Special Education	\$ 3,000	Adjusting budget to align with actuals
Curriculum, Instruction, and Accountability (CIA)	\$ 6,883	Adjusting budget for 20/21 Title III Carryover
Feather River Academy (FRA)	\$ 5,000	Adjusting budget to align with Local Control and Accountability Plan
Various departments	\$ (650)	Miscellaneous Adjustments
	<u>\$ 16,733</u>	
I <u>Services, Other Operations (5000-5999)</u>		
County Office	\$ 14,012	Adjusting budget to align with actuals
Special Education	\$ (2,700)	Adjusting budget to align with actuals
Feather River Academy (FRA)	\$ 1,576	Adjusting budget to align with actuals
Pathways Charter Academy	\$ (1,950)	Adjusting budget to align with Local Control and Accountability Plan
Various departments	\$ 1,070	Miscellaneous Adjustments
	<u>\$ 12,008</u>	
J <u>Capital Outlay (6000-6999)</u>		
County Office	\$ 5,000	Adjusting budget for facilities project
	<u>\$ 5,000</u>	
K <u>Other Outgo (7100 - 7299)</u>		
	<u>\$ -</u>	
L <u>Direct Support / Indirect (7300-7399)</u>		
Various departments	\$ 137	Miscellaneous Adjustments
	<u>\$ 137</u>	

Explanation of Differences
Net Change in Current Year Budget July Board Report
07/01/21-07/15/21

	<u>Amount</u>	<u>Explanation of Differences</u>
M Debt Services (7400 - 7499)	<u>\$ -</u>	
N Transfers In (8910-8979)	<u>\$ -</u>	
O Transfers Out (7610-7629)	<u>\$ -</u>	
P Contributions (8980-8999)	<u>\$ -</u>	
Net Change in Current Year Budget	\$ 59,958	

Agenda Item No. 9.2

BOARD AGENDA ITEM: Investment Statements

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 Action

Ron Sherrod

 Reports/Presentation

SUBMITTED BY:

X Information

Ron Sherrod

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

The Investment Statement as of May 31, 2021 from the County Treasurer will be presented.

Christina N. Hernandez



Acting Treasurer-Tax Collector

July 8, 2021

To: Sutter County Board of Supervisors

Re: Sutter County Investment Portfolio Report for May 31, 2021

Following is the Sutter County Investment Portfolio report as of May 31, 2021. The schedule includes all short-term, mid-term and long-term investments held at the conclusion of business on the final day of the month. The Sutter County Treasurer and Tax Collector is given authority over the pooled investment portfolio through Board delegation pursuant to Government Code §27000.1. Investment activities of the pooled treasury are governed by Government Code §53601 as incorporated in the Sutter County Investment Policy. Investment of the county's, school districts' and special district's surplus funds start with the objective of safety of the principle to minimize possibility losses. Following safety is the liquidity objective to provide coverage of day to day operations and to meet contingency as they arise. The final objective is earning a reasonable return or yield on the funds invested. The Sutter County Investment Policy may be found on the Treasurer's webpage at: https://www.suttercounty.org/assets/pdf/ttc/Investment_Policy_2021.pdf

As Treasurer and Tax Collector, I certify that this document reflects the government agencies' pooled investments and that all investments are in compliance with the County of Sutter Investment Policy.

The combined cash and investments in the county treasury total \$294,242,879 and will provide sufficient cash flow liquidity to meet estimated pooled treasury expenditures for the next six months.

Invested treasury funds total \$286,085,235 with \$72,111,929 under the management of the Local Agency Investment Fund and California Asset Management Program. The Bank of New York, which provides third-party safekeeping services to Sutter County, provides market value data. The dollar-weighted average maturity of invested funds is 1,230 days.

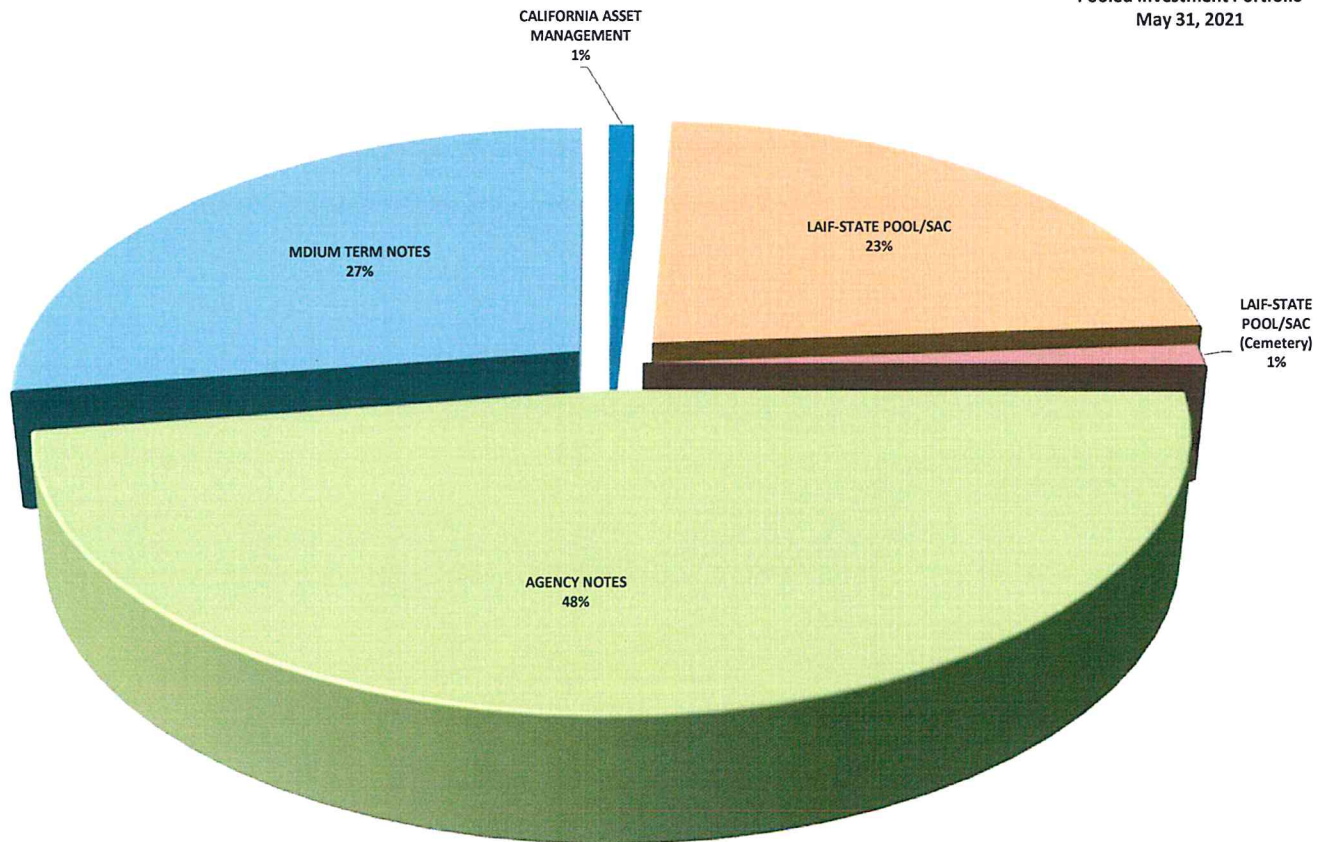
Investments are selected based on criteria contained in the Sutter County Investment Policy, which emphasizes safety, liquidity, yield and diversification. Therefore, the interest rates will fluctuate, and the types of investments will vary depending upon county needs and market availability on a particular day.

Respectfully submitted,

A handwritten signature in blue ink, appearing to be "CH", followed by a long horizontal stroke.

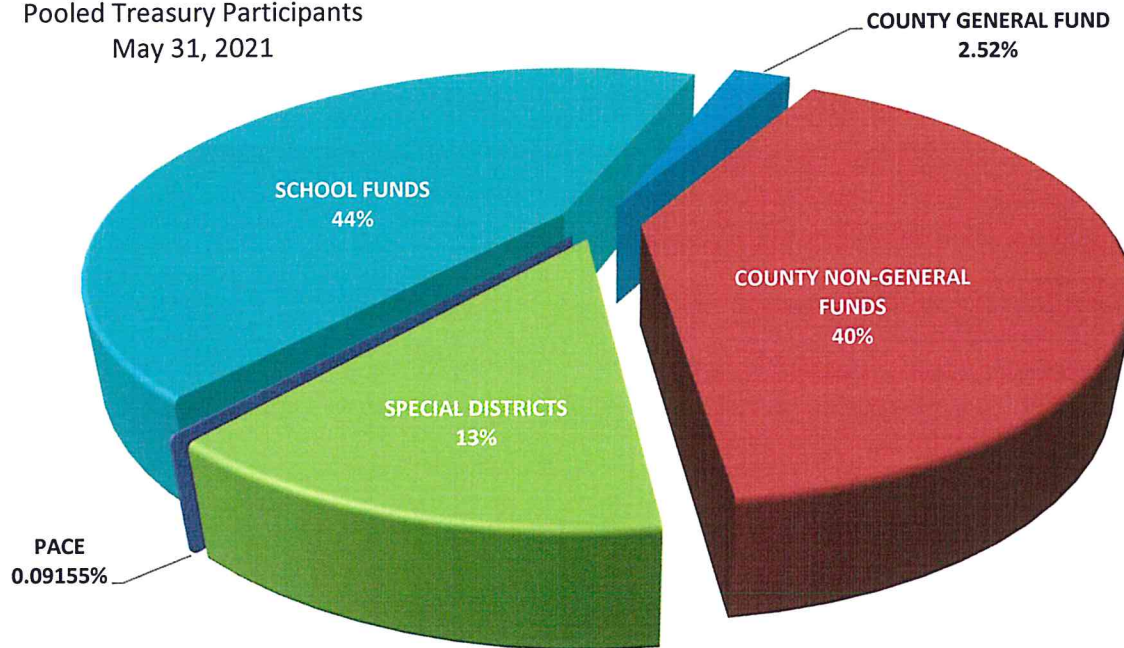
Christina N. Hernandez
Acting Treasurer-Tax Collector

Sutter County
Pooled Investment Portfolio
May 31, 2021



	<u>BOOK VALUE</u>	<u>PERCENTAGE OF MANAGED PORTFOLIO</u>	<u>INVESTED % OF POOLED PORTFOLIO</u>	<u>AVERAGE DAYS TO MATURITY</u>	<u>AVERAGE YIELD</u>
CAMP	\$2,407,239.37	0.84%	0.85%	1	0.80%
LOCAL AGENCY INVESTMENT FUND (COUNTY)	66,250,363.33	23.16%	23.44%	1	0.44%
LOCAL AGENCY INVESTMENT FUND (CEMETERY)	3,454,325.85	1.21%	-	1	0.44%
MEDIUM TERM NOTES	77,973,391.99	27.26%	27.59%	1,091	1.57%
AGENCY NOTES	<u>135,999,914.71</u>	<u>47.54%</u>	<u>48.12%</u>	<u>1,407</u>	<u>0.69%</u>
TOTAL MANAGED INVESTMENTS	\$286,085,235.25	100.00%		<u>1,230</u>	<u>1.02%</u>
LESS: LAIF FUNDS NOT POOLED	<u>3,454,325.85</u>	<u>1.21%</u>			
TOTAL POOLED INVESTMENTS	<u>\$282,630,909.40</u>	<u>98.79%</u>	<u>100.00%</u>	<u>1,229</u>	<u>1.02%</u>

Sutter County
Pooled Treasury Participants
May 31, 2021



The Pooled Treasury is comprised of 345 separate funds representing the County's General Fund, County Non-General funds, special districts, school districts and funds collected and held for the various PACE programs that are authorized by the City of Yuba City.

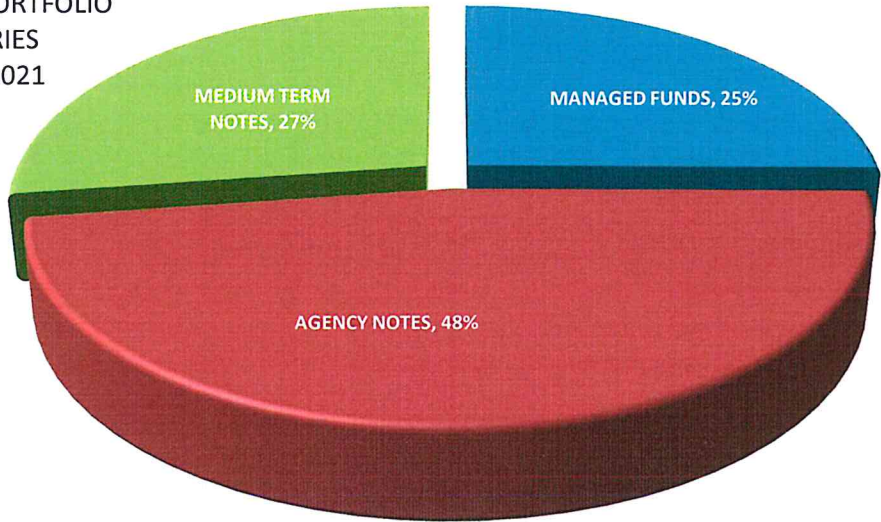
At the close of business May 31, 2021 pool participants' cash and investment balances consisted of the following:

COUNTY GENERAL FUND	2.52%
COUNTY NON-GENERAL FUNDS	40.05%
SPECIAL DISTRICTS	12.96%
SCHOOL FUNDS	44.38%

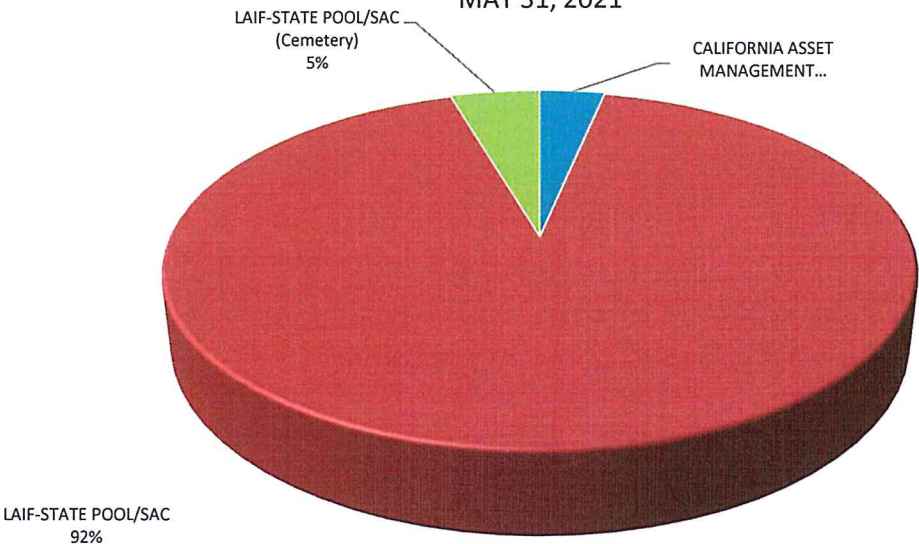
The pooled portfolio is comprised of three major classes of assets. At May 31, 2021 agency notes made up 48%, medium term notes represented 27% and funds under management within the Local Area Investment Fund (LAIF) and the California Asset Management Program (CAMP) completing the portfolio at 25%.

All assets are in compliance with the Sutter County Investment Policy and adhere to the requirements of California Government Code §53601-§53645 and §16429.1-§16429.3, which relate to the investing in the Local Area Investment Fund (LAIF)
Within the three major classes of assets the portfolio is further diversified, again, operating within the constraints of California Government Code and the Sutter County Investment Policy. The following charts provide a quick glance of the make-up of each category.

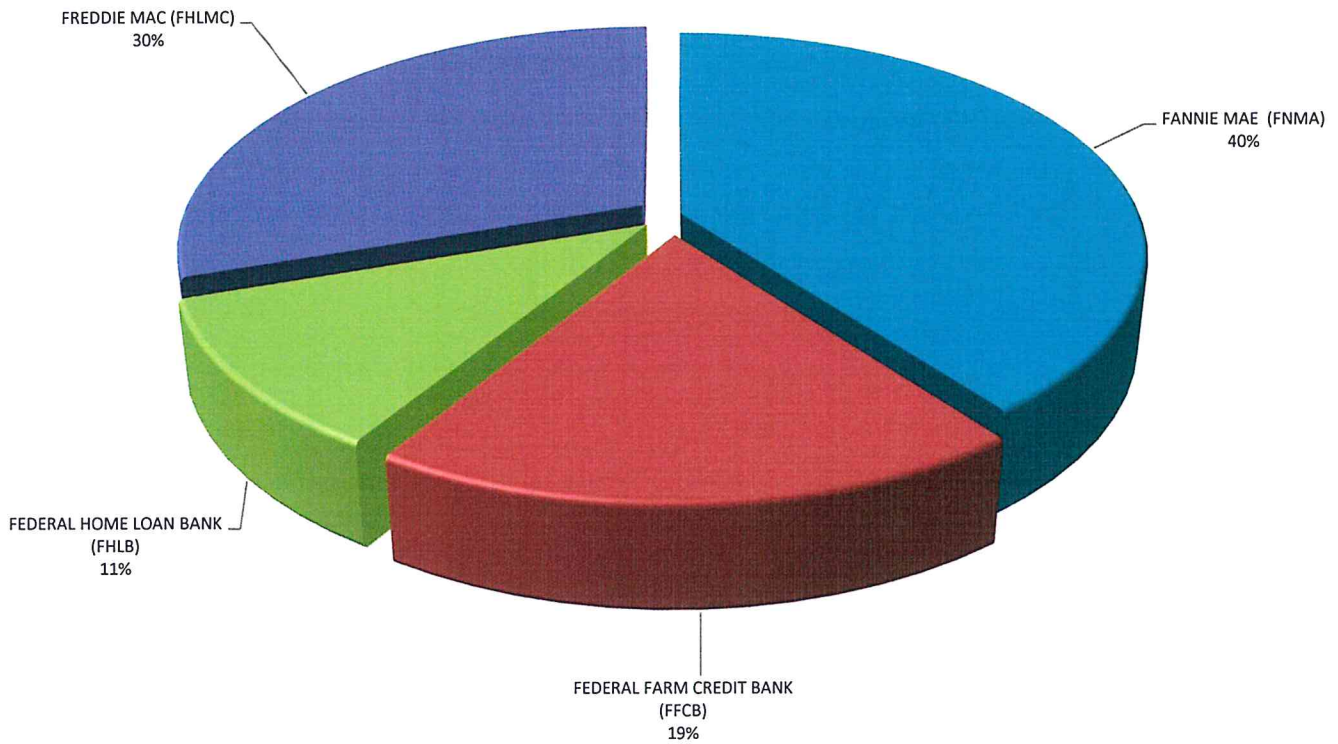
SUTTER COUNTY
INVESTMENT PORTFOLIO
CATAGORIES
MAY 31, 2021



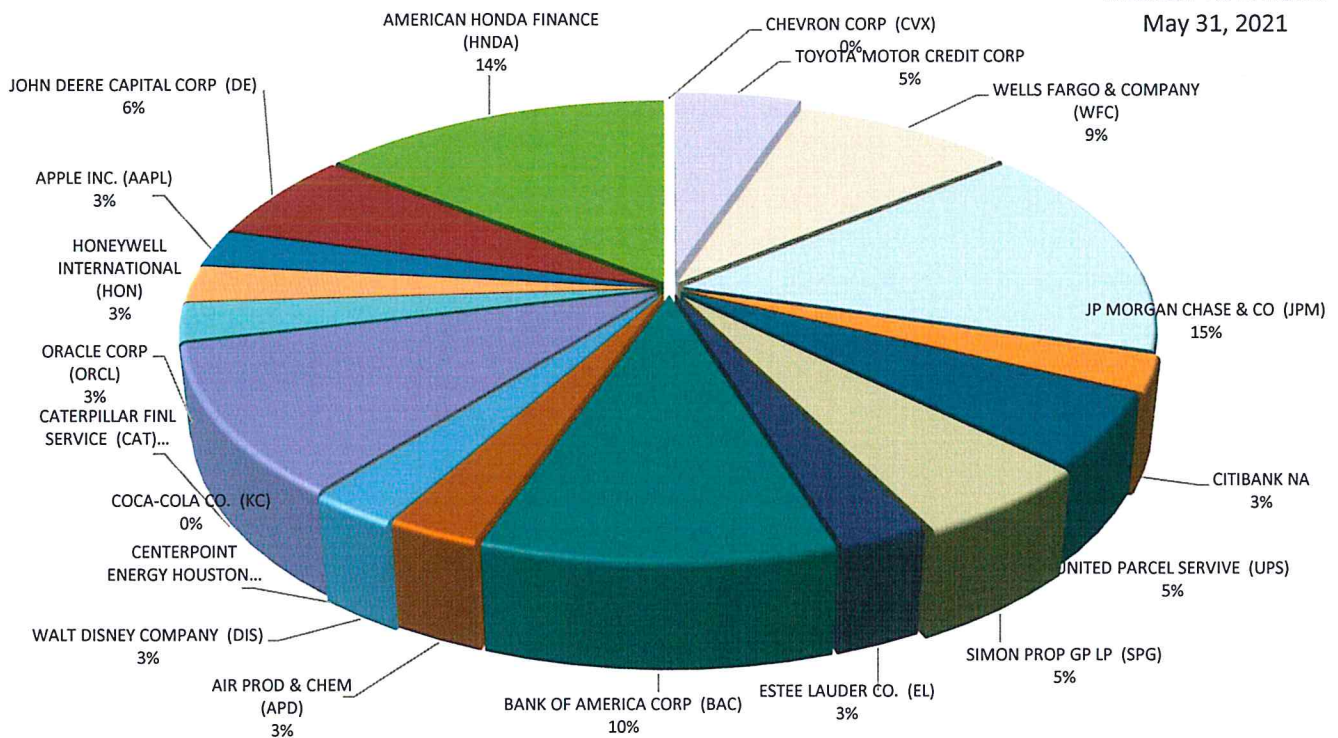
Sutter County
Managed Funds
MAY 31, 2021



Sutter County
Agency Notes
May 31, 2021

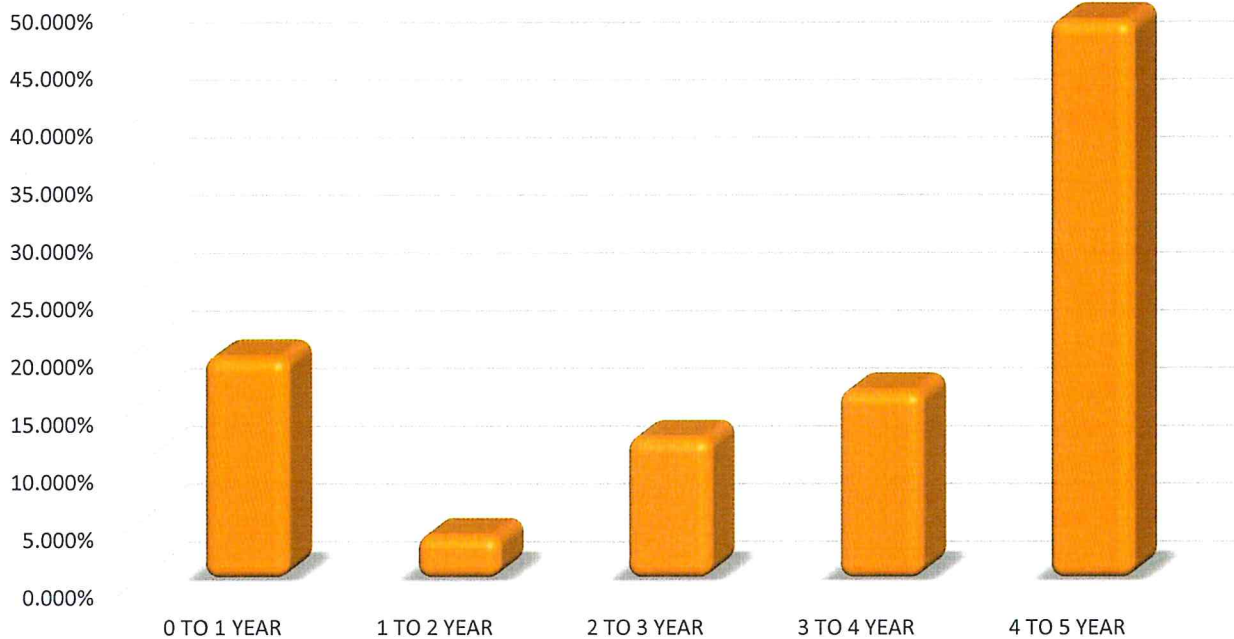


Sutter County
Medium Term Notes
May 31, 2021



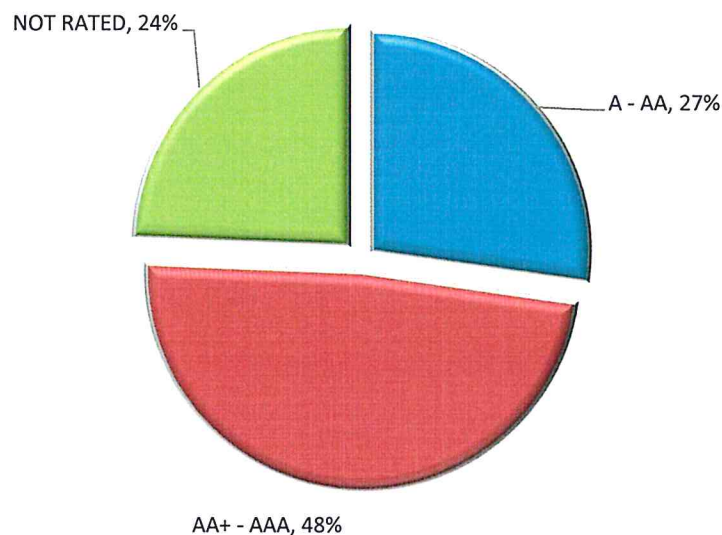
All investments conform to California Government Code §56301 with maturities of no more than five years.

Sutter County
Pooled Portfolio Aging
May 31, 2021




Investments in the pool must have a category rating of A or better at the time of purchase, as prescribed in the Sutter County Investment Policy, with the exception of LAIF, which is authorized in GC §16429.1-§16429.3.

Sutter County
Pooled Portfolio Asset Ratings
May 31, 2021




SUTTER COUNTY
INVESTMENT PORTFOLIO
May 31, 2021



TREASURY						DATE	DATE	TOTAL DAYS		
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	CURRENT YIELD	RATE
MANAGED FUNDS										
2021-00A	CALIFORNIA ASSET MANAGEMENT	0	\$2,407,239.37	\$2,407,239.37	\$2,407,239.37	N/A	N/A	1	0.05000%	0.05000%
2021-00B	LAIF-STATE POOL/SAC	0	66,250,363.33	66,250,363.33	66,250,363.33	N/A	N/A	1	0.33000%	0.33000%
2021-00C	LAIF-STATE POOL/SAC (Cemetery)	0	3,454,325.85	3,454,325.85	3,454,325.85	N/A	N/A	1	0.33000%	0.33000%
TOTAL MANAGED FUNDS			72,111,928.55	72,111,928.55	72,111,928.55					
AGENCIES NOTES										
2020-110	FEDERAL HOME LOAN BANK (FHLB)	3130AJSF7	1,000,000.00	999,060.00	1,000,000.00	07/08/20	01/08/25	1,645	0.65562%	0.65000%
20219	FEDERAL HOME LOAN BANK (FHLB)	3130AKJR8	4,000,000.00	3,943,320.00	4,000,000.00	12/16/20	12/16/25	1,826	0.57956%	0.57000%
2016-169/172	FEDERAL FARM CREDIT BANK (FFCB)	3133EGL60	3,998,269.99	4,033,760.00	4,000,000.00	11/29/16	11/29/21	1,826	1.73825%	1.76000%
2020-159	FEDERAL FARM CREDIT BANK (FFCB)	3133EL4W1	3,996,458.15	3,939,920.00	4,000,000.00	09/04/20	08/25/25	1,816	0.62076%	0.61000%
2020-169	FEDERAL FARM CREDIT BANK (FFCB)	3133EMBE1	1,999,142.75	2,000,000.00	2,000,000.00	09/30/20	03/28/24	1,275	0.30052%	0.30000%
20196	FEDERAL FARM CREDIT BANK (FFCB)	3133EMGF3	1,998,658.57	1,997,980.00	2,000,000.00	11/16/20	05/16/24	1,277	0.35101%	0.35000%
20208	FEDERAL FARM CREDIT BANK (FFCB)	3133EMHL9	1,999,821.61	2,000,260.00	2,000,000.00	12/03/20	11/30/23	1,092	0.31019%	0.31000%
20204	FEDERAL FARM CREDIT BANK (FFCB)	3133EMJC7	4,000,000.00	3,958,920.00	4,000,000.00	12/01/20	12/01/25	1,826	0.56971%	0.56000%
20217	FEDERAL FARM CREDIT BANK (FFCB)	3133EMKT8	4,000,000.00	3,945,360.00	4,000,000.00	12/17/20	12/17/25	1,826	0.54876%	0.54000%
20227	FEDERAL FARM CREDIT BANK (FFCB)	3133EMLR1	4,000,000.00	4,000,000.00	4,000,000.00	12/24/20	12/23/25	1,825	0.50964%	0.50000%
2019-158	FREDDIE MAC (FHLMC)	3134GUD23	3,000,000.00	3,002,670.00	3,000,000.00	12/23/19	12/23/24	1,827	1.79261%	1.80000%
2020-002	FREDDIE MAC (FHLMC)	3134GUQ94	4,000,000.00	4,031,240.00	4,000,000.00	01/10/20	01/10/25	1,827	1.78121%	1.80000%
2020-179	FREDDIE MAC (FHLMC)	3134GW4Z6	4,000,000.00	3,928,040.00	4,000,000.00	10/27/20	10/27/25	1,826	0.55076%	0.54000%
2020-141	FREDDIE MAC (FHLMC)	3134GWKL9	2,000,000.00	1,991,400.00	2,000,000.00	08/12/20	08/12/25	1,826	0.60372%	0.60000%
2020-161	FREDDIE MAC (FHLMC)	3134GWP75	2,000,000.00	1,999,200.00	2,000,000.00	09/23/20	09/23/25	1,826	0.62632%	0.62500%
2020-168	FREDDIE MAC (FHLMC)	3134GWWS1	2,000,000.00	1,988,240.00	2,000,000.00	09/30/20	09/30/25	1,826	0.50397%	0.50000%
20197	FREDDIE MAC (FHLMC)	3134GXCH5	4,000,000.00	3,942,320.00	4,000,000.00	11/25/20	11/25/25	1,826	0.61026%	0.60000%
20198	FREDDIE MAC (FHLMC)	3134GXCS1	4,000,000.00	3,968,920.00	4,000,000.00	11/25/20	11/25/25	1,826	0.63125%	0.62500%
20201	FREDDIE MAC (FHLMC)	3134GXDM3	4,000,000.00	3,968,360.00	4,000,000.00	12/01/20	12/01/25	1,826	0.63022%	0.62500%
20218	FREDDIE MAC (FHLMC)	3134GXJH8	4,000,000.00	3,996,040.00	4,000,000.00	12/29/20	12/29/23	1,095	0.22029%	0.22000%
20221	FREDDIE MAC (FHLMC)	3134GXJJ4	4,000,000.00	3,994,320.00	4,000,000.00	12/28/20	06/28/24	1,278	0.32122%	0.32000%
20222	FREDDIE MAC (FHLMC)	3134GXJK1	4,000,000.00	3,992,880.00	4,000,000.00	12/30/20	09/30/24	1,370	0.36158%	0.36000%
20228	FANNIE MAE (FNMA)	3135G05X7	1,996,512.38	1,977,400.00	2,000,000.00	12/24/20	08/25/25	1,705	0.38073%	0.37500%
2020-180	FANNIE MAE (FNMA)	3135G06B4	2,000,000.00	1,983,860.00	2,000,000.00	10/22/20	10/22/25	1,826	0.56581%	0.56000%
20212	FANNIE MAE (FNMA)	3135G06K4	2,000,000.00	1,992,280.00	2,000,000.00	12/17/20	12/17/25	1,826	0.65524%	0.65000%
20231	FANNIE MAE (FNMA)	3135G06Q1	6,011,401.97	5,958,600.00	6,000,000.00	12/30/20	12/30/25	1,826	0.64577%	0.64000%
20210	FANNIE MAE (FNMA)	3135GA6J5	2,000,000.00	1,999,200.00	2,000,000.00	12/07/20	12/07/23	1,095	0.32020%	0.32000%
20224	FANNIE MAE (FNMA)	3135GAC25	4,000,000.00	3,994,760.00	4,000,000.00	12/24/20	09/24/24	1,370	0.31115%	0.31000%
2020-185	FANNIE MAE (FNMA)	3136G46K4	4,000,000.00	3,965,560.00	4,000,000.00	10/28/20	07/28/25	1,734	0.50541%	0.50000%
20190	FANNIE MAE (FNMA)	3136G46N8	4,000,000.00	3,973,960.00	4,000,000.00	11/02/20	10/29/25	1,822	0.60522%	0.60000%
2020-137	FANNIE MAE (FNMA)	3136G4C43	4,000,000.00	3,990,280.00	4,000,000.00	08/14/20	08/14/25	1,826	0.65295%	0.65000%

SUTTER COUNTY
INVESTMENT PORTFOLIO
May 31, 2021



TREASURY						DATE	DATE	TOTAL DAYS	 CURRENTLY	
NUMBER	INSTITUTION/BRANCH	CUSIP	BOOK VALUE	MARKET VALUE	PAR VALUE	INVESTED	MATURES	INVESTED	YIELD	RATE
2020-136	FANNIE MAE (FNMA)	3136G4D75	4,000,000.00	3,949,560.00	4,000,000.00	07/30/20	07/29/25	1,825	0.60386%	0.60000%
2020-134	FANNIE MAE (FNMA)	3136G4G31	4,000,000.00	3,990,320.00	4,000,000.00	07/30/20	07/20/25	1,816	0.65277%	0.65000%
2020-140	FANNIE MAE (FNMA)	3136G4G98	2,000,000.00	1,991,140.00	2,000,000.00	08/12/20	08/12/25	1,826	0.56476%	0.56000%
2020-149	FANNIE MAE (FNMA)	3136G4H71	1,999,649.29	1,985,700.00	2,000,000.00	08/18/20	08/18/25	1,826	0.50565%	0.50000%
2017-022	FANNIE MAE (FNMA)	3136G4MQ3	2,000,000.00	2,034,600.00	2,000,000.00	03/29/17	03/29/22	1,826	2.12304%	2.17000%
2020-150	FANNIE MAE (FNMA)	3136G4N74	2,000,000.00	1,990,200.00	2,000,000.00	08/21/20	08/21/25	1,826	0.56486%	0.56000%
2020-155	FANNIE MAE (FNMA)	3136G4X32	2,000,000.00	1,991,200.00	2,000,000.00	08/26/20	08/26/25	1,826	0.60380%	0.60000%
2020-103	FANNIE MAE (FNMA)	3136G4XE8	2,000,000.00	2,000,340.00	2,000,000.00	06/22/20	12/22/23	1,278	0.51957%	0.52000%
2020-123	FANNIE MAE (FNMA)	3136G4ZR7	4,000,000.00	4,000,160.00	4,000,000.00	07/21/20	07/21/25	1,826	0.70020%	0.70000%
21040	FEDERAL HOME LOAN BANK (FHLB)	3130AM5V0	4,000,000.00	4,000,160.00	4,000,000.00	04/30/21	04/30/26	1,826	1.10000%	1.10000%
21045	FEDERAL HOME LOAN BANK (FHLB)	3130AMCE0	2,000,000.00	1,995,580.00	2,000,000.00	05/12/21	05/12/26	1,826	1.05000%	1.05000%
21050	FEDERAL HOME LOAN BANK (FHLB)	3130AMKB7	4,000,000.00	4,000,480.00	4,000,000.00	05/26/21	05/26/26	1,826	1.05000%	1.05000%
TOTAL AGENCY NOTES			135,999,914.71	135,387,550.00	136,000,000.00					
MEDIUM TERM NOTES										
2019-144	AIR PROD & CHEM (APD)	009158AV8	2,078,843.04	2,163,500.00	2,000,000.00	12/10/19	07/31/24	1,695	3.08989%	3.35000%
20230	AMERICAN HONDA FINANCE (HNDA)	02665WDL2	4,083,954.99	4,052,560.00	4,000,000.00	12/28/20	07/08/25	1,653	1.19346%	1.20000%
2020-166/176	AMERICAN HONDA FINANCE (HNDA)	02665WDN8	7,027,006.97	7,030,800.00	7,000,000.00	09/24/20	09/10/25	1,812	1.00682%	1.00000%
20220	APPLE INC. (AAPL)	037833DT4	2,052,154.08	2,030,800.00	2,000,000.00	12/16/20	05/11/25	1,607	1.11585%	1.12500%
20215	BANK OF AMERICA CORP (BAC)	06048WK41	3,996,245.17	3,847,600.00	4,000,000.00	12/10/20	11/25/25	1,811	0.66286%	0.65000%
20211	BANK OF AMERICA CORP (BAC)	06048WK58	4,000,000.00	3,950,040.00	4,000,000.00	12/18/20	12/18/23	1,095	0.40434%	0.40000%
20223	CATERPILLAR FINL SERVICE (CAT)	14912L5X5	2,176,405.14	2,172,080.00	2,000,000.00	12/16/20	11/24/23	1,073	3.43993%	3.75000%
2020-080	CATERPILLAR FINL SERVICE (CAT)	14912L6C0	2,132,613.07	2,168,000.00	2,000,000.00	05/01/20	06/09/24	1,500	3.03985%	3.30000%
20229	CATERPILLAR FINL SERVICE (CAT)	14913R2H9	4,036,356.92	3,994,960.00	4,000,000.00	12/28/20	11/13/25	1,781	0.81050%	0.80000%
2019-022	CITIBANK NA	17325FAR9	2,001,231.05	2,000,960.00	2,000,000.00	02/15/19	07/23/21	889	0.78634%	0.77913%
20209	JOHN DEERE CAPITAL CORP (DE)	24422EVH9	1,007,988.46	1,009,570.00	1,000,000.00	12/04/20	07/05/23	943	0.69356%	0.70000%
21008	JOHN DEERE CAPITAL CORP (DE)	24422EVK2	3,999,767.69	3,965,640.00	4,000,000.00	02/01/21	01/15/26	1,809	0.71271%	0.50000%
2019-150	WALT DISNEY COMPANY (DIS)	254687FK7	1,986,360.99	2,071,620.00	2,000,000.00	12/10/19	08/30/24	1,725	1.68735%	1.75000%
2019-143	ESTEE LAUDER CO. (EL)	29736RAN0	2,004,042.18	2,107,260.00	2,000,000.00	12/10/19	12/01/24	1,818	1.90616%	2.00000%
2020-096	HONEYWELL INTERNATIONAL (HON)	438516CB0	2,039,365.75	2,046,540.00	2,000,000.00	06/04/20	06/01/25	1,823	1.32424%	1.35000%
2018-151	JP MORGAN CHASE & CO (JPM)	46647PAT3	3,998,636.99	4,001,120.00	4,000,000.00	11/23/18	06/18/22	1,303	0.84495%	1.53270%
2019-136	JP MORGAN CHASE & CO (JPM)	48128GM49	4,000,000.00	3,998,960.00	4,000,000.00	11/19/19	11/27/24	1,835	2.29548%	2.30000%
2020-153	JP MORGAN CHASE & CO (JPM)	48128GV98	2,000,000.00	1,939,900.00	2,000,000.00	08/28/20	08/28/25	1,826	0.77408%	0.75000%
20225	JP MORGAN CHASE & CO (JPM)	48128GY53	2,000,000.00	1,913,580.00	2,000,000.00	12/22/20	12/22/25	1,826	0.83899%	0.82500%
2020-093	ORACLE CORP (ORCL)	68389XBT1	2,114,988.58	2,108,660.00	2,000,000.00	06/01/20	04/01/25	1,765	2.36561%	2.50000%
2019-123	SIMON PROP GP LP (SPG)	828807CR6	4,176,817.51	4,308,160.00	4,000,000.00	11/01/19	02/01/24	1,553	3.47123%	3.75000%
2020-079	TOYOTA MOTOR CREDIT CORP	89236TDK8	2,043,937.31	2,091,180.00	2,000,000.00	05/01/20	10/18/23	1,265	2.14795%	2.25000%
2017-086	TOYOTA MOTOR CREDIT CORP	89236TEA9	2,000,000.00	1,994,640.00	2,000,000.00	08/03/17	06/26/22	1,788	0.50365%	0.46788%

SUTTER COUNTY
INVESTMENT PORTFOLIO
May 31, 2021



TREASURY						DATE	DATE	TOTAL DAYS	CURRENTLY	
<u>NUMBER</u>	<u>INSTITUTION/BRANCH</u>	<u>CUSIP</u>	<u>BOOK VALUE</u>	<u>MARKET VALUE</u>	<u>PAR VALUE</u>	<u>INVESTED</u>	<u>MATURES</u>	<u>INVESTED</u>	<u>YIELD</u>	<u>RATE</u>
2019-122	UNITED PARCEL SERVICE (UPS)	911312BT2	4,016,676.10	4,215,880.00	4,000,000.00	11/01/19	09/01/24	1,766	2.09072%	2.20000%
2016-078	WELLS FARGO & COMPANY (WFC)	94986RN31	2,000,000.00	2,000,080.00	2,000,000.00	06/07/16	06/07/21	1,826	1.22457%	1.99888%
2017-071	WELLS FARGO & COMPANY (WFC)	95000N2L2	2,000,000.00	1,995,960.00	2,000,000.00	06/27/17	06/27/22	1,826	0.95422%	0.93325%
2020-074	WELLS FARGO & COMPANY (WFC)	95001D6U9	1,000,000.00	1,006,170.00	1,000,000.00	04/30/20	04/30/23	1,095	2.13869%	2.15000%
2020-075	WELLS FARGO & COMPANY (WFC)	95001D6W5	<u>2,000,000.00</u>	<u>2,003,040.00</u>	<u>2,000,000.00</u>	04/30/20	04/30/25	<u>1,826</u>	<u>2.48744%</u>	<u>2.50000%</u>
TOTAL MEDIUM TERM NOTES			<u>77,973,391.99</u>	<u>78,189,260.00</u>	<u>77,000,000.00</u>					
TOTAL POOL INVESTMENTS			<u>286,085,235.25</u>	<u>285,688,738.55</u>	<u>285,111,928.55</u>	AVERAGE		<u>1,586</u>	<u>1.00297%</u>	<u>1.03989%</u>

Transactions
For the Month ended

May 1, 2021

Treasury Number	CUSIP CONF#	Settlement Date	Broker	Asset	Rate / COUPON	Purchase at Cost	Sale / Call	Maturities	Coupon Received	POSTED TO SYMPRO
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MANAGED FUNDS

21043	1634524	5/3/2021	LAIF	LAIF	0.3400%		4,000,000.00			
21044	STMT	5/3/2021	CAMP	CAMP	0.0600%	109.12			109.12	
21046	1634784	5/6/2021	LAIF	LAIF	0.3400%		4,000,000.00			
21047	1634840	5/7/2021	LAIF	LAIF	0.3400%	8,000,000.00				
21048	1635029	5/12/2021	LAIF	LAIF	0.3400%		4,000,000.00			
21049	1674903	5/13/2021	LAIF CEM	LAIF CEM	0.3400%	80,000.00				
21051	1635249	5/14/2021	LAIF	LAIF	0.3400%	2,000,000.00				
21053	1635677	5/21/2021	LAIF	LAIF	0.3300%	9,000,000.00				
21055	1635808	5/25/2021	LAIF	LAIF	0.3300%		4,000,000.00			
21056	1636059	5/27/2021	LAIF	LAIF	0.3300%		4,000,000.00			
						19,080,109.12	20,000,000.00		109.12	

PURCHASES/SALES/CALLS/MATURITIES

2019-148	15189XAP3	5/3/2021	CALL	CENTERPOINT ENERGY HOU	1.8500%		1,000,000.00		7,708.33	
21045	3130AMCE0	5/12/2021	PURCHASE	FEDERAL HOME LOAN BANK	1.0500%	2,000,000.00				
21050	3130AMKB7	5/26/2021	PURCHASE	FEDERAL HOME LOAN BANK	1.0500%	4,000,000.00				
2017-002	166764BG4	5/17/2021	MATURED	CHEVRON CORP NEW	2.1000%		999,785.93		10,500.00	
2020-078	191216CN8	5/20/2021	CALL	COCO-COLA CO	2.9500%		3,687,134.89			
						6,000,000.00	5,686,920.82	0.00	18,208.33	

COUPONS

20220	037833DT4	5/11/2021		APPLE INC (AAPL)	1.1250%				11,250.00	
20229	14913R2H9	5/13/2021		CANTEPILLAR FINL SVCS CO	0.8000%				16,000.00	
20196	3133EMGF3	5/17/2021		FEDERAL FARM CR BK (FHN)	0.3500%				3,500.00	
20223	14912LSX5	5/24/2021		CATERPILLAR FINL SVCS	3.7500%				37,500.00	
20215	06048WJ41	5/25/2021		BANK AMER CORP (MTN)	0.6500%				6,500.00	
20198	3134GXCS1	5/25/2021		FEDERAL HOME LN MTG	0.6250%				12,500.00	
20197	3134GXCH5	5/25/2021		FEDERAL HOME LN MTG	0.6000%				12,000.00	
2019-136	48128GM49	5/27/2021		JPMORGAN CHASE	2.3000%				46,000.00	
Total coupons from bonds									145,250.00	
Total coupons received this period									163,567.45	

Total portfolio activity	25,080,109.12	25,686,920.82	0.00
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Reconciliation

Total Change due to activity	(606,811.70)
Net accretion and amortization of premiums and discounts	
Portfolio balance April 30, 2021	286,692,046.95
Total Pool Portfolio May 1, 2021	286,085,235.25

BOARD AGENDA ITEM: Facilities Update

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

☐ Action

Ron Sherrod

☐ Reports/Presentation

SUBMITTED BY:

☒ Information

Ron Sherrod

☐ Public Hearing

PRESENTING TO BOARD:

☐ Other (specify)

Ron Sherrod

BACKGROUND AND SUMMARY INFORMATION:

A monthly update on facilities will be presented to the Board.

Agenda Item No. 10.0

BOARD AGENDA ITEM: Learning Communities for School Success Program (LCSSP) Grant –
Presentation of Results

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

 Action

 X Reports/Presentation

 Information

 Public Hearing

 Other (specify)

PREPARED BY:

Virginia Burns

SUBMITTED BY:

Virginia Burns

PRESENTING TO BOARD:

Virginia Burns

BACKGROUND AND SUMMARY INFORMATION:

SCSOS- Educational Services received the Learning Communities for School Success Program (LCSSP) grant in fall of 2020. This grant developed a school counseling consortium model to support our small districts with the intent to improve school connectedness, attendance, and graduation rates.

Per grant reporting requirements, results from year one implementation must be presented to the Board.

BOARD AGENDA ITEM: Appointment of Supervisors of Attendance

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

X Action

Virginia Burns

 Reports/Presentation

SUBMITTED BY:

 Information

Virginia Burns

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Virginia Burns

BACKGROUND AND SUMMARY INFORMATION:

EC 48245.

In any district or districts with an average daily attendance of 1,000 or more school children, according to the annual school report of the last preceding school year, no district supervisor of attendance shall be appointed, unless he has been lawfully certificated for the work by the county board of education.

Recommendation:

Virginia Burns be reappointed as the County Supervisor of Attendance for Sutter County Superintendent of Schools as she was trained in all duties of Supervisor of Attendance on August 3, 2021.

Jennifer Cates be certified as the Supervisor of Attendance for Yuba City Unified School District as she was trained in all the duties of supervisors of attendance at the California Department of Education on August 3, 2021.

Agenda Item No. 12.0

BOARD AGENDA ITEM: Superintendent Policy/Board Policy and Administrative Regulation 6158

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

✓ Action

Brian Gault

 Reports/Presentation

SUBMITTED BY:

 Information

Brian Gault

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

Tom Reusser and Brian Gault

BACKGROUND AND SUMMARY INFORMATION:

SP/BP 6158 and SP/BP-AR 6158 have been revised to reflect new law AB 130 which requires all districts and county offices, for the 2021-22 school year, to offer independent study to meet the educational needs of students.

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INDEPENDENT STUDY

The Superintendent authorizes independent study as an optional alternative instructional strategy for students whose needs may be best met through study outside of the regular classroom setting. Independent study shall offer a means of individualizing the educational plan to serve students who desire a more challenging educational experience, whose health or other personal circumstances make classroom attendance difficult, who are unable to access course(s) due to scheduling problems, and/or who need to make up credits or fill gaps in their learning. As necessary to meet student needs, independent study may be offered on a full-time basis or on a part-time basis in conjunction with part- or full-time classroom study.

The Superintendent or designee may provide a variety of independent study opportunities, including, but not limited to, through a program or class within a comprehensive school, an alternative school or program of choice, a charter school, a home-based format, and an online course.

A student's participation in independent study shall be voluntary. Students participating in independent study shall have the right, at any time, to enter or return to the regular classroom mode of instruction. (Education Code 51747, 51749.5)

Independent study for each student shall be under the general supervision of a Sutter County Superintendent of Schools (SCSOS) employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. Students' independent study shall be coordinated, evaluated, and documented, as prescribed by law and reflected in the accompanying administrative regulation. (Education Code 51747.5)

The minimum period of time for any independent study option shall be five consecutive school days.

General Independent Study Requirements

For the 2021-22 school year, the SCSOS shall offer independent study, as specified in Education Code 51745, to meet the educational needs of students unless the SCSOS has obtained a waiver. (Education Code 51745)

For the 2022-23 school year and thereafter, the Superintendent or designee may continue to offer and approve independent study for an individual student upon determining that the student is prepared to meet the SCSOS requirements for independent study and is likely to succeed in independent study as well as or better

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than the student would in the regular classroom setting.

Because excessive leniency in the duration of independent study assignments may result in a student falling behind peers and increase the risk of dropping out of school, independent study assignments shall be completed no more than one week after assigned for all grade levels and types of program. However, when necessary based on the specific circumstances of the student's approved program, the Superintendent or designee may allow for a longer period of time between the date an assignment is made and when it is due, up to the termination date of the agreement.

An evaluation shall be conducted to determine whether it is in a student's best interest to remain in independent study whenever the student fails to make satisfactory educational progress and/or misses three assignments. Satisfactory educational progress shall be determined based on all of the following indicators: (Education Code 51747)

1. The student's achievement and engagement in the independent study program, as indicated by the student's performance on applicable student-level measures of student achievement and engagement specified in Education Code 52060.
2. The completion of assignments, assessments, or other indicators that evidence that the student is working on assignments.
3. Learning required concepts, as determined by the supervising teacher.
4. Progress towards successful completion of the course of study or individual course, as determined by the supervising teacher.

The Superintendent or designee shall ensure that students participating in independent study are provided with content aligned to grade level standards at a level of quality and intellectual challenge substantially equivalent to in-person instruction. For high schools, this shall include access to all courses offered by the SCSOS for graduation and approved by the University of California or the California State University as creditable under the A–G admissions criteria. (Education Code 51747)

The Superintendent or designee shall ensure that students participating in independent study for 15 school days or more receive the following throughout the school year: (Education Code 51747)

1. For students in grades transitional kindergarten, kindergarten, and grades 1 to 3, opportunities for daily synchronous instruction.

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2. For students in grades 4-8, opportunities for both daily live interaction and at least weekly synchronous instruction.
3. For students in grades 9-12, opportunities for at least weekly synchronous instruction.

The Superintendent or designee shall ensure that procedures for tiered reengagement strategies are used for all students who are not generating attendance for more than three school days or 60 percent of the instructional days in a school week, or who are in violation of their written agreement. This requirement only applies to students participating in an independent study program for 15 school days or more. The procedures shall include, but are not necessarily limited to, all of the following: (Education Code 51747)

1. Verification of current contact information for each enrolled student.
2. Notification to parents/guardians of lack of participation within one school day of the absence or lack of participation.
3. A plan for outreach from the school to determine student needs, including connection with health and social services as necessary.
4. A clear standard for requiring a student-parent-educator conference to review a student's written agreement and reconsider the independent study program's impact on the student's achievement and well-being.

The Superintendent or designee shall develop a plan to transition students whose families wish to return to in-person instruction from independent study expeditiously, and, in no case later, than five instructional days. This requirement only applies to students participating in an independent study program for 15 school days or more. (Education Code 51747)

The Superintendent or designee shall ensure that a written master agreement exists for each participating student as prescribed by law. (Education Code 51747, 51749.5)

The SCSOS shall provide written notice to the parents/guardians of all enrolled students of the option to enroll their child in in-person instruction or independent study during the 2021-22 school year. This notice shall be posted on the SCSOS web site, and shall include, at a minimum, information about the right to request a student-parent-educator conference before enrollment, student rights regarding procedures for enrolling, disenrolling, and reenrolling in independent study, and the instructional time, including synchronous and asynchronous learning, that a student will have access to as part of independent study. (Education Code 51747)

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Upon the request of the parent/guardian of a student, before making a decision about enrolling or disenrolling in independent study and entering into a written agreement to do so, the SCSOS shall conduct a telephone, videoconference, or in-person student-parent-educator conference or other meeting during which the student, parent/guardian, or their advocate may ask questions about the educational options, including which curriculum offerings and nonacademic supports will be available to the student in independent study. (Education Code 51747)

Master Agreement

For the 2021–22 school year only, the SCSOS shall obtain a signed written agreement for independent study no later than 30 days after the first day of instruction.

A written agreement shall be developed and implemented for each student participating in independent study for three or more consecutive school days. (Education Code 46300, 51747; 5 CCR 11703)

The agreement shall include general student data, including the student's name, address, grade level, birth date, school of enrollment, and program placement.

The independent study agreement for each participating student also shall include, but are not limited to, all of the following: (Education Code 51747; 5 CCR 11700, 11702)

1. The frequency, time, place and manner for submitting the student's assignments, reporting the student's academic progress, and communicating with a student's parent/guardian regarding the student's academic progress
2. The objectives and methods of study for the student's work and the methods used to evaluate that work.
3. The specific resources that will be made available to the student, including materials and personnel, and access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work.
4. A statement of the Superintendent's policy detailing the maximum length of time allowed between an assignment and its completion, the level of satisfactory educational progress, and the number of missed assignments which will trigger an evaluation of whether the student should be allowed to continue in independent study.
5. The duration of the independent study agreement, including the beginning and ending dates for the student's participation in independent study under the agreement, with a

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maximum of one school year.

6. A statement of the number of course credits or, for the elementary grades, other measures of academic accomplishment appropriate to the agreement, to be earned by the student upon completion.
7. A statement detailing the academic and other supports that will be provided to address the needs of students who are not performing at grade level, or need support in other areas, such as English learners, students with disabilities with an individualized education program or a Section 504 plan in order to be consistent with their program or plan, students in foster care or experiencing homelessness, and students requiring mental health supports.
8. A statement that independent study is an optional educational alternative in which no student may be required to participate.
9. In the case of a suspended or expelled student who is referred or assigned to any school, class, or program pursuant to Education Code 48915 or 48917, a statement that instruction may be provided through independent study only if the student is offered the alternative of classroom instruction.
10. Before the commencement of independent study, the agreement shall be signed and dated by the student, the student's parent/guardian or caregiver if the student is under age 18 years, the certificated employee responsible for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the student.

However, for the 2021-22 school year, the SCSOS shall obtain a signed written agreement for independent study from the student, or the student's parent/ guardian if the student is less than 18 years of age, the certificated employee who has been designated as having responsibility for the general supervision of independent study, and all persons who have direct responsibility for providing assistance to the pupil, no later than 30 days after the first day of instruction.

Written agreements may be signed using an electronic signature that complies with state and federal standards, as determined by the California Department of Education (CDE). (Education Code 51747)

The parent/guardian's signature on the agreement shall constitute permission for the student to receive instruction through independent study.

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Student-Parent-Educator Conferences

A student-parent-educator conference shall be held as appropriate including, but not limited to, as a reengagement strategy and/or if requested by a parent/guardian prior to enrollment or disenrollment from independent study. (Education Code 51745.5, 51747, 51749.5)

Records for Audit Purposes

The Superintendent or designee shall ensure that records are maintained for audit purposes. These records shall include, but not be limited to: (Education Code 51748; 5 CCR 11703)

1. A copy of the Board policy, administrative regulation, and other procedures related to independent study.
2. A listing of the students, by grade level, program, and school, who have participated in independent study, along with the units of the curriculum attempted and completed by students in grades K-8 and the course credits attempted by and awarded to students in grades 9-12 and adult education.
3. A file of all agreements, with representative samples of each student's work products bearing the supervising teacher's notations indicating that the teacher has personally evaluated the work or personally reviewed the evaluations made by another certificated teacher.
4. As appropriate to the program in which the students are participating, a daily or hourly attendance register that is separate from classroom attendance records, maintained on a current basis as time values of student work products judged by a certificated teacher, and reviewed by the supervising teacher if they are two different persons.
5. Appropriate documentation of compliance with the teacher-student ratios required by Education Code 51745.6 and 51749.5.
6. Appropriate documentation of compliance with the requirements pursuant to Education Code 51747.5 to ensure the coordination, evaluation, and supervision of the independent study of each student by a SCSOS employee who possesses a valid certification document pursuant to Education Code 44865 or an emergency credential pursuant to Education Code 44300. (Education Code 51747.5)
The SCSOS shall document each student's participation in live interaction and synchronous instruction pursuant to Education Code 51747 on each school day, as

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applicable, in whole or in part, for which independent study is provided. A student who does not participate in independent study on a school day shall be documented as nonparticipatory for that school day. (Education Code 51747.5)

The Superintendent or designee also shall maintain a written or computer-based record, such as a grade book or summary document of student engagement, for each class, of all grades, assignments, and assessments for each student for independent study assignments. (Education Code 51747.5)

The signed, dated agreement, any supplemental agreement, assignment records, work samples, and attendance records may be maintained on file electronically. (Education Code 51747)

Legal Reference:

EDUCATION CODE

17289 Exemption for facilities

41976.2 Independent study programs; adult education funding

42238 Revenue limits

42238.05 Local control funding formula; average daily attendance

44865 Qualifications for home teachers and teachers in special classes and schools

46200-46208 Instructional day and year

46300-46307.1 Methods of computing average daily attendance

47612.5 Independent study in charter schools

48204 Residency

48206.3 Home or hospital instruction; students with temporary disabilities

48220 Classes of children exempted

48340 Improvement of pupil attendance

48915 Expulsion; particular circumstances

48916.1 Educational program requirements for expelled students

48917 Suspension of expulsion order

49011 Student fees

51225.3 Requirements for high school graduation

51745-51749.6 Independent study programs

52522 Adult education alternative instructional delivery

52523 Adult education as supplement to high school curriculum; criteria

56026 Individuals with exceptional needs

58500-58512 Alternative schools and programs of choice

FAMILY CODE

6550 Authorization affidavits

CODE OF REGULATIONS, TITLE 5

11700-11703 Independent study

19819 State audit compliance

UNITED STATES CODE, TITLE 20

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6301 Highly qualified teachers

COURT DECISIONS

Modesto City Schools v. Education Audits Appeal Panel, (2004) 123 Cal.App.4th 1365

EDUCATION AUDIT APPEALS PANEL DECISIONS

Lucerne Valley Unified School District, Case No. 03-02 (2005)

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Elements of Exemplary Independent Study

WEB SITES

California Consortium for Independent Study: <http://www.ccis.org>

California Department of Education, Independent Study: <http://www.cde.ca.gov/sp/eo/is>

Education Audit Appeals Panel: <http://www.eaap.ca.gov>

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INDEPENDENT STUDY PROGRAM (ISP)

(Feather River Academy and Pathways Charter Academy)

Sutter County Superintendent of Schools operates programs for students in need of an alternative academic experience. In order to meet the unique needs of each student, Sutter County Superintendent of Schools operates two County Community Schools; Feather River Academy and Pathways Charter Academy. The regulations contained in this document are operating guidelines for the administration of Feather River Academy and Pathways Charter Academy's Independent Study Program and will serve to supplement and augment the Independent Study Operational Manual. The Independent Study Operations Manual gives the following definition and overview of purpose of Independent Study:

INDEPENDENT STUDY

Independent study is an alternative to classroom instruction consistent with the current course of study and is not an alternative curriculum. It provides individual students with a choice of ways to acquire the values, skills, and knowledge all students should gain as verified in a written agreement. Independent Study can be part of, be separate from, or be in addition to a regular classroom instruction program.

OVERVIEW AND PURPOSE

Independent Study is an *instructional strategy* (not a categorical program) that responds to an individual's needs and styles of learning. A contractual agreement is drawn among the certificated teacher as the general instructional supervisor, the student, and if a minor, his or her parent, guardian, or caregiver and any other persons who may be directly involved in the student's learning program. The written agreement sets educational objectives and addresses activities and personnel to be involved, resources to be used, and a method to evaluate successful completion of the agreement. The agreement must adhere to school board policy and legal requirements.

Independent Study is an optional educational alternative, available to students from kindergarten through high school, meant to respond to the students' specific educational needs, interest, aptitudes, and abilities within the confines of school board policy. As a recognized alternative to regular classroom study, *the Independent Study option is expected to be equal to or superior in quality to classroom instruction.*

Definitions

Live interaction means interaction between the student and classified or certificated staff, and may include peers, provided for the purpose of maintaining school connectedness, including, but not limited to, wellness checks, progress monitoring,

Adopted 07/18/06; Revised 03/12/14; Revised 06/28/17; Cabinet Revised 07/29/21

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provision of services, and instruction. This interaction may take place in person, or in the form of Internet or telephonic communication. (Education Code 51745.5)

Student-parent-educator conference means a meeting involving, at a minimum, all parties who signed the student's written independent study agreement pursuant to Education Code 51747 or the written learning agreement pursuant to Education Code 51749.6. (Education Code 51745.5)

Synchronous instruction means classroom-style instruction or designated small group or one-on-one instruction delivered in person, or in the form of Internet or telephonic communications, and involving live two-way communication between the teacher and student. Synchronous instruction shall be provided by the teacher of record for that student pursuant to Education Code 51747.5. (Education Code 51745.5)

EDUCATIONAL OPPORTUNITIES

For the 2021-22 school year, the Sutter County Superintendent of Schools (SCSOS) shall offer independent study to meet the educational needs of students as specified in Education Code 51745 unless the SCSOS has obtained a waiver. (Education Code 51745)

Educational opportunities offered through independent study may include, but are not limited to: (Education Code 51745)

1. Special assignments extending the content of regular courses of instruction
2. Individualized study in a particular area of interest or in a subject not currently available in the regular school curriculum
3. Individualized alternative education designed to teach the knowledge and skills of the core curriculum, but not provided as an alternative curriculum
4. Continuing and special study during travel
5. Volunteer community service activities and leadership opportunities that support and strengthen student achievement
6. Individualized study for a student whose health, as determined by the student's parent/guardian, would be put at risk by in-person instruction

In addition, when requested by a parent/guardian due to an emergency, vacation, or illness, independent study may be used on a short-term basis to ensure that the student is able to maintain academic progress in his/her regular classes.

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Sutter County Superintendent of Schools**

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No course required for high school graduation shall be offered exclusively through independent study. (Education Code 51745)

EQUIVALENCY

The independent study option shall be substantially equivalent in quality and quantity to classroom instruction to enable participating students to complete the adopted course of study within the customary timeframe. Students in independent study shall have access to the same services and resources that are available to other students in the school and shall have equal rights and privileges. (5 CCR 11700, 11701.5)

Students participating in independent study shall have access to Internet connectivity and devices adequate to participate in the educational program and complete assigned work. (Education Code 51747)

The school shall not provide independent study students and their parents/guardians with funds or items of value that are not provided for other students and their parents/guardians. Providing access to Internet connectivity and local educational agency-owned devices adequate to participate in an independent study program and complete assigned work consistent with Education Code 51747, or to participate in an independent study course, as authorized by Education Code 51749.5, shall not be considered funds or other things of value. (Education Code 46300.6, 51747.3)

ELIGIBILITY FOR INDEPENDENT STUDY

Students are eligible for independent study as authorized in law, and as specified in board policy and administrative regulation.

For the 2022-23 school year and thereafter, the Superintendent or designee may approve the participation of a student who demonstrates the motivation, commitment, organizational skills, and academic skills necessary to work independently provided that experienced certificated staff are available to effectively supervise students in independent study. The Superintendent or designee may also approve the participation of a student whose health would be put at risk by in-person instruction. A student whose academic performance is not at grade level may participate in independent study only if the program is able to provide appropriate support, such as supplemental instruction, tutoring, counseling, ongoing diagnostic assessments, and/or differentiated materials, to enable the student to be successful. For an elementary student, the Superintendent or designee may consider the parent/guardian's level of commitment to assist the student.

A student participating in independent study must be a resident of the county or an adjacent county. Full-time independent study shall not be available to students whose residency status is based on their parent/guardian's employment within school

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boundaries pursuant to Education Code 48204. (Education Code 46300.2, 51747.3)

For a student with disabilities, as defined in Education Code 56026, participation in independent study shall be approved only if his/her individualized education program specifically provides for such participation. (Education Code 51745)

A temporarily disabled student shall not receive individual instruction pursuant to Education Code 48206.3 by means of independent study. (Education Code 51745)

Students age 21 or older, and students age 19 or older who have not been continuously enrolled in school since their 18th birthday, may participate in independent study only through the adult education program for the purpose of enrolling in courses required for a high school diploma by Education Code 51225.3 or the Governing Board. (Education Code 46300.1, 46300.4)

MONITORING STUDENT PROGRESS

The independent study administrator and/or supervising teacher shall promptly and directly address any failure by the student to meet the terms of his/her written agreement. The following supportive strategies may be used:

1. A letter to the student and/or parent/guardian
2. A meeting between the student and the teacher and/or counselor
3. A meeting between the student and the independent study administrator, including the parent/guardian if appropriate
4. An increase in the amount of time the student works under direct supervision

When the student has missed the number of assignments specified in the written agreement as requiring an evaluation, the Superintendent or designee shall conduct an evaluation to determine whether or not independent study is appropriate for the student. This evaluation may result in termination of the independent study agreement and the student's return to the regular classroom program or other alternative program.

A written record of the findings of any such evaluation shall be treated as a mandatory interim student record which shall be maintained for three years from the date of the evaluation. (Education Code 51747)

Independent study students who are late, miss scheduled conferences, or do not submit assigned work on time shall not be reported as tardy or truant.

RESPONSIBILITIES OF INDEPENDENT STUDY ADMINISTRATOR

Adopted 07/18/06; Revised 03/12/14; Revised 06/28/17; Cabinet Revised 07/29/21

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The responsibilities of the independent study administrator include, but are not limited to:

1. Recommending certificated staff to be assigned as independent study teachers and supervising staff assigned to independent study functions who are not regularly supervised by another administrator
2. Approving or denying the participation of students requesting independent study
3. Facilitating the completion of written independent study agreements
4. Ensuring a smooth transition for students into and out of the independent study mode of instruction
5. Approving all credits earned through independent study
6. Completing or coordinating the preparation of all records and reports required by law, Board policy, or administrative regulation

Assignment and Responsibilities of Independent Study Teachers

Each student's independent study shall be coordinated, evaluated, and carried out under the general supervision of a certificated employee who consents to the assignment. (Education Code 44865, 51747.5; 5 CCR 11700)

The ratio of student average daily attendance for independent study students age 18 years or younger to full-time equivalent certificated employees responsible for independent study shall not exceed the equivalent ratio for all other education programs in the school, unless a new higher or lower ratio for all other educational programs offered is negotiated in a collective bargaining agreement or the school enters into a memorandum of understanding that indicates an existing collective bargaining agreement contains an alternative ratio. (Education Code 51745.6)

THE RESPONSIBILITIES OF THE SUPERVISING TEACHER SHALL INCLUDE, BUT ARE NOT LIMITED TO:

1. Completing designated portions of the written independent study agreement
2. Supervising and approving coursework and assignments
3. Maintaining records of student assignments showing the date the assignment is given and the date the assignment is due
4. Maintaining a daily or hourly attendance register in accordance with item #4 in

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the section on “Records for Audit Purpose” in the accompanying Superintendent’s Policy

5. Providing direct instruction and counsel as necessary for individual student success
6. Regularly meeting with the student to discuss the student's progress
7. Determining the time value of assigned work or work products completed and submitted by the student
8. Assessing student work and assigning grades or other approved measures of achievement
9. Documenting each student's participation in live interaction and/or synchronous instruction pursuant to Education Code 51747

The Superintendent or designee shall ensure that independent study teachers have access to professional development and support comparable to classroom-based teachers.

BOARD AGENDA ITEM: Approval of Graduation Requirements for 2021-2022

BOARD MEETING DATE: August 11th, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

X Action

Eric Pomeroy

_____ Reports/Presentation

SUBMITTED BY:

_____ Information

Eric Pomeroy

_____ Public Hearing

PRESENTING TO BOARD:

_____ Other (specify)

Eric Pomeroy

BACKGROUND AND SUMMARY INFORMATION:

Sutter County Adult Education is requesting the approval for the 2021-2022 graduation requirements. Graduation requirements will be updated to better reflect student needs, successful transitions, and alignment with secondary and post-secondary programs.

Sutter County Adult Education
High School Diploma Credit Requirements

Subject	Credits
English Language Arts (ELA)	30
Applied Writing Skills	10
Applied Mathematics	10
Algebra	10
Health	5
Biology or Ag Biology	5
Physical Science	5
General Science	10
World History/Cultures	10
United States History	10
Government	5
Economics	5
Fine Art / Foreign Language	10
Technology	5
Career Prep	5
Career Pathway	10
Fitness/Physical Education	5
Electives	50
Total:	200

Agenda Item No. 14.0

BOARD AGENDA ITEM: Long Range Facilities Master Plan

BOARD MEETING DATE: August 11, 2021

AGENDA ITEM SUBMITTED FOR:

PREPARED BY:

 x Action

James Peters, FMOF

 Reports/Presentation

SUBMITTED BY:

 Information

James Peters, FMOF

 Public Hearing

PRESENTING TO BOARD:

 Other (specify)

James Peters, FMOF

BACKGROUND AND SUMMARY INFORMATION:

Review and preliminary approval of the Long Range Facility Master Plan draft.

Sutter County Superintendent of Schools Long Range Facilities Master Plan

DRAFT

August 2021



Prepared for the Sutter County Board of Education

Ronald Turner, Board President, Trustee Area 1

Jim Richmond, Trustee Area 2

June McJunkin, Board Vice-President, Trustee Area 3

Harjit Singh, Trustee, Area 3

Victoria Lachance, Trustee Area 4

Superintendent, Tom Reusser

Assistant Superintendent, Business Services, Ron Sherrod,

Director Facilities, Maintenance, Operations, and Fleet, James Peters



HELPING SCHOOL DISTRICTS MEASURE UP

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SECTION 1: INTRODUCTION







The purpose of this Long Range Facilities Master Plan is to provide an assessment of existing facilities-related conditions within the SCSOS, a tool to identify future facility needs, and provision of "suggested next steps" for the SCSOS to consider as it further refines its facilities implementation plan. This document could become a Board of Education policy to set the standard for current and future support of the SCSOS educational learning program.

To assist the SCSOS with developing the plan, the SCSOS commissioned the services of Eric Hall & Associates, LLC (EH&A).

Headquartered in Yuba City, Sutter County, California, the SCSOS has facilities in Sutter and Nevada Counties.

There are 12 school districts and 9 Charter Schools serving more than 20,000 students in grades PK-12 within this nearly 608 square mile suburban/rural County.

The purpose of this LRFMP is to identify the educational needs of the spaces at sites, evaluate student enrollment, calculate classroom utilization, assess facility conditions, identify improvements needed, and identify funding options and opportunities. This LRFMP includes:

-  Identifying needs of spaces found at various sites;
-  Assessing the Sutter County Superintendent of School's capacity for housing students;
-  Determine repairs, modernizations, upgrades, and additions needed by school site, support facilities, and organization-wide operating facilities, to achieve the Sutter County Superintendent of Schools' goals;
-  Identifying potential sources of funding for construction of facilities within the Sutter County Superintendent of Schools;
-  Identifying activities to maximize potential funding;
-  Developing a plan for periodically updating the Sutter County Superintendent of Schools' LRFMP.

This document will best serve the Sutter County Superintendent of Schools if it is regularly updated. It will provide a current identification of opportunities and challenges associated with changes in pupil enrollment, housing development, the condition of facilities, changes in technology, and the educational learning program.




Executive Summary

The Sutter County Superintendent of Schools, Mr. Tom Reusser, is striving to lead the SCSOS office in a direction that best serves students, Sutter County Districts, and the community. With a specific impression that education leads to opportunity, and opportunity looks different to each unique individual within the community, Mr. Reusser aspires to ensure that the SCSOS is positioned to help everyone grow and thrive in the direction that best suits their hopes and dreams. While maintaining a high priority in the K-12 education arena, Mr. Reusser has also prioritized adult education and regional occupation programs. A critical piece in this equation is determining at what capacity the SCSOS can fulfill this vision while limiting duplication of services for our regional partners. This Long Range Facility Master Plan has been initiated for the SCSOS Board of Education to assist in this endeavor.

A Long-Range Facility Master Plan (LRFMP) is an essential tool for reviewing facilities, determining recommended improvements, and exploring available resources. The LRFMP is also an important instrument to identify facility needs related to the educational program, calculate classroom capacity, assess facility conditions, identify improvements needed and identify funding options and opportunities.

The Sutter County Superintendent of Schools is to be commended for recognizing the importance of the teaching and learning environment and initiating this LRFMP as a part of their strategic goal of providing a safe and effective learning environment. This report provides a framework for the Sutter County Superintendent of Schools to improve its existing facilities, develop a plan to prioritize facility needs, and pursue the financial resources to fund the priority improvements.

Highlights and summary of the LRFMP include:

-  As a vital part of the process of creating an LRFMP, the Sutter County Superintendent of Schools, in consultation with Eric Hall and Associates (EH&A), conducted detailed site assessments to identify capital needs and other facilities requirements. As a result, site-specific and global needs that promote and align with the Sutter County Superintendent of Schools' vision and the Board's high priority goals are identified.
-  Sutter Pointe's land-use plan offers over 3,600 acres of commercial and industrial employment uses, 2,900 acres for new homes (17,500 units), and 1,000 acres of parks, recreation, open space, and community facilities. The SCSOS is monitoring progress and preparing for a potential increase in students within the County.
-  The One Stop and Adult Education have been integral to the SCSOS and the community for decades, adapting to provide much-needed services as the community evolves. As a result, the SCSOS is considering opportunities for growth in this arena.




- ✚ Using the Sutter County Superintendent of Schools "definition" of classrooms, the SCSOS has 51 instructional spaces, consisting of 38 permanent and 13 portable classrooms for K-12, Shady Creek, and Adult Education.
- ✚ Using the SCSOS "loading" (the number of students typically found in each classroom), the SCSOS can accommodate 1216 students in all of its classrooms presently (not accounting for COVID - which is at 25% for pre-April 2021 6 foot standard, 12 at the current standard). Thus, the loading reflects the capacity for both permanent and portable classrooms.
- ✚ The SCSOS has a vacant lot to the West of the SCSOS office. The SCSOS is considering constructing a new building on the lot as a regional education and conference center.
- ✚ The LRFMP identifies facility projects and improvements due to the age of facilities. Some projects are identified and described in the LRFMP. These projects include safety and security needs, upgraded support facilities, and upgraded instructional facilities.

Looking forward, EH&A recommends that the Sutter County Superintendent of Schools and Board:

- ✚ Finalize the list of facility improvements identified in the LRFMP based on SCSOS priorities and potential funding;
- ✚ Authorize the development of a capital implementation plan for facility projects, to include phasing of projects and develop a schedule of activities;
- ✚ Periodically review and update enrollment projections, classroom inventories, administrative capacity, facility conditions, and funding options;
- ✚ Utilize the LRFMP to improve the learning and organizational environment and determine the direction for enhancing facility assets.

The Master Plan Development Process

Various techniques were utilized throughout the development of the LRFMP. Initiated in the mid-stage of the 2019-20 academic year, the LRFMP has suffered some delays in production due to COVID-19. Activities, techniques, and strategies that were employed during the completion of the plan are briefly summarized below:

-  Interviews and teleconference meetings were conducted with the Superintendent, respective site administrators, and staff on a broad range of facilities-related topics and issues.
-  Records research was conducted utilizing files and archives of the SCSOS, California Department of Education (CDE), the Division of the State Architect (DSA), and the Office of Public School Construction (OPSC).
-  Google Earth and digital images were created and utilized to assess existing conditions and to document findings.

Facility Funding Alternatives



A great deal of time and effort has been invested in researching and identifying potential funding sources to address the financial requirements associated with projects.

The analysis identified that SCSOS received \$11,741,926 in State School Facility Program new construction funding since 2002 to construct Feather River Academy and additional classrooms at Riverbend Elementary and River Valley High School. The State funded 100% of the cost of these projects through the financial hardship program.

The SCSOS may have COVID Elementary and Secondary School Emergency Relief (ESSER) funds for reopening, a potential funding source for some facilities projects.

Recommendations/Next Steps

An integral component within the Master Plan is identifying recommendations and next steps to create a more fine-tuned facilities implementation plan – in essence, creating a series of action plans through which the SCSOS can address its identified needs. These recommendations/next steps are briefly listed below.

-  Establish an optimal enrollment goal for each program within the SCSOS.
-  Identify the desired building projects that need to occur to accommodate site/program improvements over the next five years.

- ✚ Commence program planning for the SCSOS future modernization projects.
- ✚ Create a facilities steering committee that will, amongst other things, help to promote awareness of and support for facilities improvements throughout the SCSOS.
- ✚ Forward copies of the final/Board-adopted Master Plan to:
 - ❖ All sites within the SCSOS sphere of influence
 - ❖ Sutter County Department of Land Planning, California Government code 65352.2
 - ❖ Yuba City Department of Land Planning, California Government code 65352.2

Updating of the Long Range Facilities Master Plan

1. It is suggested the Board of Education require updating of the Long Range Facilities Master Plan aligned to the budget development for the incoming fiscal year. The update should offer current information about modern educational programs, existing facilities and maintenance activities, recommendations for short-term and long-term improvements, a projected schedule of activities, and updated funding options.

Board of Education

Mission

The mission of the Sutter County Board of Education is to do what is best for our students.

Vision

The Sutter County Board of Education, as a premier Board, provides a unified voice for students, staff, and community through the following:

- ✚ Support for county office programs and districts to ensure excellence in education;
- ✚ A system of checks and balances for budget;
- ✚ Local Control and Accountability Plan (LCAP);
- ✚ Adoption of courses of study;
- ✚ Collaboration with the Superintendent and engagement of the community to promote the mission and vision of the county office; and
- ✚ A plan for providing safe, state-of-the-art facilities.

Collective Commitments

The Sutter County Board of Education commits to:

- ✚ Act collectively and openly as a cohesive Board;
- ✚ Be informed by recommendations of the Superintendent and professional staff;
- ✚ Advocate for students, staff, and community;
- ✚ Be knowledgeable about California Constitution;
- ✚ Ensure fiscal stability;
- ✚ Fulfill legal mandates; and
- ✚ Be visible in the community.

Goals

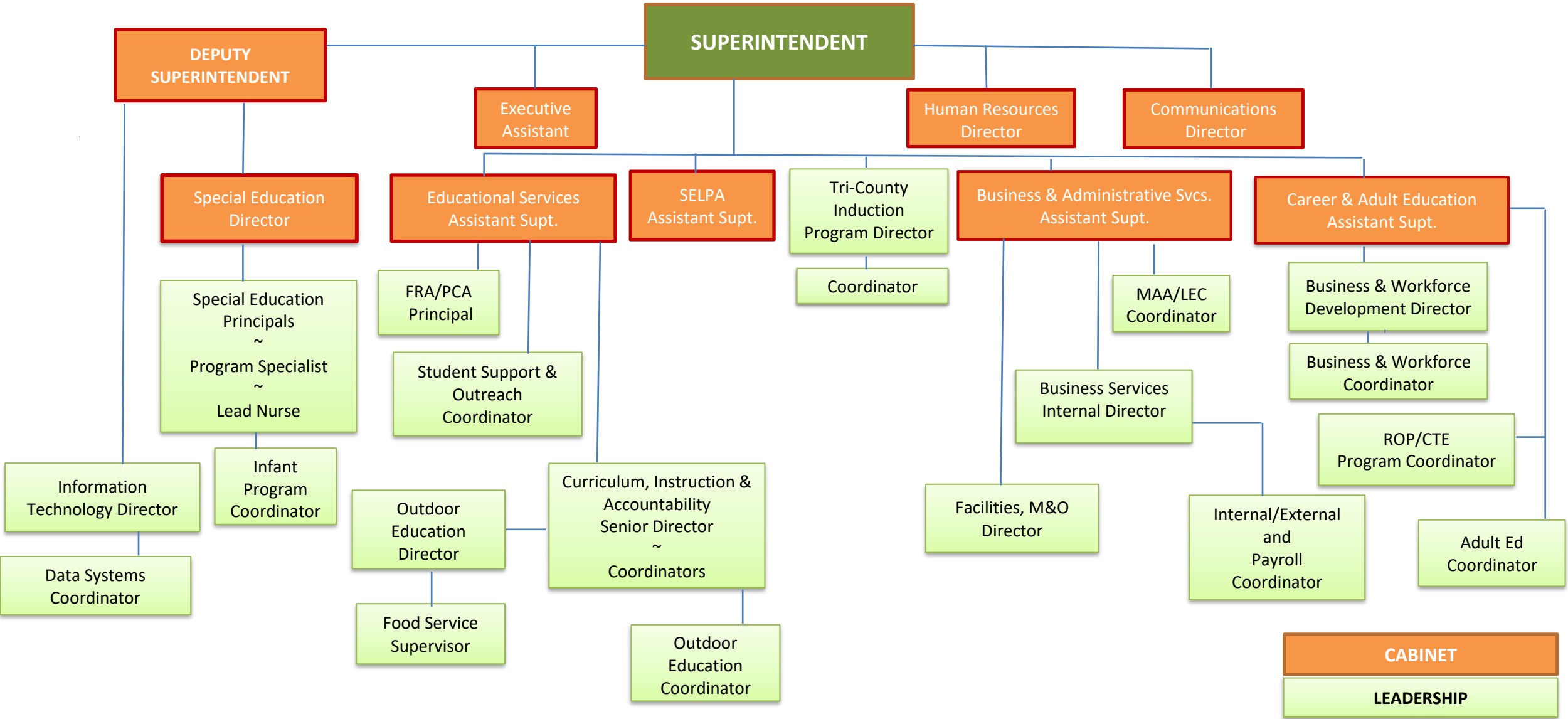
The Sutter County Board of Education has adopted the following goals aligned with our vision and mission:

- ✚ Remain current regarding knowledge of budget and programs through board training sessions and annual reports from county office departments and programs;
- ✚ Gain a deeper understanding of the LCAP and its implications for students;
- ✚ Be visible in the community by providing student scholarships, attending programs, school events, and district board meetings;
- ✚ Promote the Sutter County Superintendent of Schools' mission and vision;
- ✚ Collaborate with the County Superintendent and approve a facilities plan in Spring of 2021; and
- ✚ Develop and update Board bylaws.

Role of the Sutter County Board of Education

The Sutter County Board of Education provides leadership to support the success of public education. Their responsibilities include assuring appropriate educational environments and curricula for students, approving the Sutter County Superintendent of Schools budget and acquisitions of real property, and determining the salary of the County Superintendent of Schools. Trustees serve as an appellate panel in areas such as denials of student inter-district transfers, expulsion appeals, and denials of charter school petitions. They also serve as the Sutter County Committee on School District Organization with approval authority in respect to all proposed changes of school district boundaries.

SUTTER COUNTY SUPERINTENDENT OF SCHOOLS
ORGANIZATIONAL CHART



SECTION 2: NATURE OF THE SUTTER COUNTY SUPERINTENDENT OF SCHOOLS

Background

Located in North-Central California, Sutter County has 12 school districts and 9 charter schools. As of the 2020-21 census day, approximately 23,695 students were enrolled in Sutter County schools, including approximately 487 students served directly by the SCSOS. The Sutter County Superintendent of Schools is headquartered in Yuba City, with facilities throughout Sutter and Nevada Counties. The SCSOS offers many programs and services to the student and community populations throughout the region, including fiscal assistance and oversight, special and alternative education programs, Tri-County Career Technical & Induction programs, a Special Education Local Planning Area, curriculum, instruction, and assessment support and other roles.

According to a Fiscal Crisis & Management Assistance Team (FCMAT) report in 2017, the SCSOS works with the Superintendents of school districts to provide services and support to all of the individual public and charter school districts within its boundaries. The County Superintendent is responsible for examining and approving school district budgets and expenditures. The passage of AB1200 gave County Superintendents additional powers to enforce sound budgeting and ensure the fiscal integrity of the Districts. While county offices historically received funding to offset the costs of services provided to small school districts, with the passage of the Local Control Funding Act in 2013, these dollars are no longer broken out but are now included in the SCSOS's base funding model.

Alternative Education Programs

Tri-County ROP

Tri-County ROP will provide high-quality career training programs and services to its customers and remain committed to continuous improvement. Program completers will be qualified to assume entry-level employment in the occupation for which trained and/or advance to higher-level careers through postsecondary education.

Tri-County ROP has provided top-quality career technical education programs for high school students and adults for over 40 years. The program provides these programs in Colusa, Sutter, and Yuba Counties. Courses offered by ROP cover career paths that integrate the 15 California State Board of Education approved Career Clusters:

Agriculture and Natural Resources
Arts, Media, and Entertainment
Building Trades and Construction
Education and Family Services
Engineering and Design
Finance and Business
Health Science and Medical Technology
Hospitality, Tourism, and Recreation
Information Technology
Manufacturing and Product Development
Marketing, Sales, and Service
Public Services
Transportation

Courses are open to students in 11th or 12th grade and live in a school district that participates in ROP. Students are eligible whether they are regularly enrolled students or not, including adults, private school students, charter school students, students on independent study, and students with disabilities. Classes are held at high school campuses and other locations throughout the Tri-County area.

Adult Education

The purpose of the SCSOS Adult Education Program is to assist students (16 1/2 years and older) in completing course work in preparation for passing the General Educational Development (GED) exam; the California High School Exit Examination (CAHSEE) or meeting the requirements for a SCSOS High School diploma.

English as a Second Language (ESL) is also offered both during the day and evening hours. EL Civics Citizenship courses are provided, as are Vocational English as a Second Language (VESL) classes for those limited English speakers who seek specific trade or skills language.

Career Technical Education (CTE) is in the process of being expanded in the Adult Education Program. These CTE programs may be housed at the Sutter One Stop or other locations in the community.

Feather River Academy County Community School

Feather River Academy (FRA) provides students in grades nine through twelve with an alternate placement for academic success through an individualized approach, emphasizing core subjects, life-long social skills, access to community services for students and families, and smaller class sizes. Students are provided with opportunities to learn academic skills and individual responsibility necessary for the adult work world.

Each student's educational program is individually assessed and prescribed. The community school course of study will be adopted by the County Board of Education and must enable students to continue academic work leading to the completion of a regular high school program. (Ed. Code, § 1983.)

Independent Study Program

The Independent Study Program (ISP) offers a personalized learning schedule for students enrolled in Feather River Academy. The program is suited for the student who works part-time, seeks an alternative educational program, is less distracted studying in a non-classroom environment, or has difficulty traveling to school to attend daily instruction. The ISP offers comparable curriculum and learning opportunities, as students would receive if participating in daily classroom attendance. Students must complete the graduate course requirements as outlined in the course of study and all mandated assessments, including the California High School Exit Exam (CASHEE) commencing in 2006.

Pathways Charter Academy

Pathways Charter Academy provides an educational opportunity that offers California standards-aligned curriculum, individualized instruction through an independent study/personalized learning approach designed to maximize the growth of all students, and a goal-oriented program of helping every student realize their potential. All students will complete a comprehensive intake assessment to create an individualized success plan that includes a rigorous individualized learning plan tailoring students' education to their personal needs, strengths, weaknesses, abilities, and interests. Social-emotional-behavioral supports, career exploration and preparation, and college attendance are vital components of our educational focus to make learning relative and meaningful.

As a County Community School, PCA serves pupils for whom the county office of education would otherwise be responsible for providing direct instruction and related services. This includes serving pupils based on parent requests or referred by agencies. County Community Schools may enroll pupils whose school districts of attendance or, for pupils who do not have

school districts of attendance, school districts of residence, have, at the request of the pupil's parent or guardian, approved the pupil's enrollment in a county community school.

Pupils in the core program may also be referred through SARB, Juvenile Probation, Expulsion, or otherwise involved in the Juvenile Justice System. Those pupils who do not need intensive services may be enrolled in our core program.

Special Education Programs

The Special Education Department provides special education-related services to the 12 school districts within Sutter County for students from birth to age 22 years. The Special Education Department consists of approximately 155 staff members located throughout Sutter County, which supports students and families.

In addition to providing specialized academic instruction, speech and language, and school psychologist services to the eleven smaller districts of Sutter County, Sutter County serves approximately 300 students, in 32 classes, on 13 sites, throughout Sutter County. These 300 students require specialized instruction in a self-contained class to accommodate their special needs.

For ages Birth to three, services include the Infant Development Program. Preschool students are served in various special day class settings. For ages Five to 22 years, special day class programs are provided for students with emotional disabilities, for students with severe cognitive, physical, and/or medical disabilities, students identified with behavioral needs, and students identified with autism. Specialized services include speech and language, school nurse, and school psychologist.

Tri-County Induction Program (Formerly BTSA)

The Tri-County Induction Program is an accredited induction program that fulfills professional, clear credential requirements for multiple and single subject, education specialist, career technical education, and administrative services credential holders. Utilizing a locally designed formative assessment system, credential candidates apply pre-service knowledge and experience with the assistance of a trained mentor. Based on the California Standards for the Teaching Profession (CSTP), support is specific, job-embedded, and evidence-based. The Induction Program partners with the candidates' school site leadership, district office leadership, and county office leadership to provide a contextualized growth experience. We are committed to accelerating educator effectiveness to accelerate student learning.

Shady Creek Outdoor School and Conference Center

Shady Creek Outdoor School and Conference Center is a 132-acre property located in Nevada County. Shady Creek provides outdoor science aligned to State curriculum standards for students grade six through eight from schools throughout California and Oregon. Students reside at Shady Creek for their week of instruction, which lends to many learning and social opportunities that students would not typically acquire at a traditional school.

Sutter County One Stop

The Sutter County One Stop provides employment opportunities, services to job seekers, and training to build a quality workforce. Since 1984, One Stop has worked with local businesses to meet their hiring, training, and human resource assistance needs. One-Stop offers career exploration, job search assistance, on-the-job training, vocational training, and Adult Education. One-Stop has been successful by building solid relationships with local businesses.

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SECTION 3: EDUCATIONAL SPECIFICATIONS

The Educational Program and Facilities Planning

The Sutter County Superintendent of Schools LRFMP is broad in scope, and the formulation is a complex undertaking central to the planning process as a whole. The LRFMP is formulated due to study and input from various groups of staff, parents, community members, and administrators. Task forces composed of teachers and administrators evaluate curriculum, develop changes and devise strategies for the smooth implementation of improvements. Staff and the various councils, committees, parents, and other groups also become involved in the planning process. The success of all subsequent planning is dependent upon the master plan accurately and thoroughly articulating the educational philosophy of the community, specifying the ways administration and staff will attempt to realize the educational program goals.

The SCSOS has made and continues to make concerted efforts to articulate the curriculum through cooperative efforts with the community it serves. Future educational planning must include the articulation theme to provide opportunities for continuous progress for students. EH&A highly recommends the development of an Educational Specification.

Professional Development

The Board and Superintendent place a high value on professional improvement and growth for all classification of employees. The staff development program is derived from the annually determined curriculum and instruction goals. Individual professional growth of all employees is strongly encouraged, and financial support is provided when appropriate. The SCSOS provides staff with opportunities to improve their knowledge and skills and participate in curriculum and instruction decision-making.

SECTION 4: DEMOGRAPHICS

Student Population

The preparation of a demographic study for the SCSOS assumes certain standards of measurement universal for all school systems within California and codified in the Education Code. These standards provide guidelines for measuring school capacities and the projection of enrollment growth, compared to the common standards that regulate all California schools, to be used in establishing a method of the measurement of the SCSOS.

In no way should this approach be construed as a recommendation that the SCSOS should apply, or not apply, for funding under any of the State School Facility building programs. Funding mechanisms and recommendations will be contained in a later section of this study. However, Section 5 does provide an analysis of actual school site capacities and projected enrollments and other related demographic data on which a finding of the condition of impact may be based. This basis may result from current or continued residential, commercial, or industrial development within the SCSOS or enrollment growth caused by demographic changes.

In November of 2020, the Sutter County Board of Supervisors voted to approve Phase 1 of Sutter Pointe. This project phase will envelop 386 acres and plans to include 3,388 single-family homes, 399 multi-family homes, and up to two K-8 schools. Housing construction is scheduled to begin in 2023.


In total, Sutter Pointe will be developed over the next 20-30 years with a total of 17,500 homes with an estimated population increase of 47,000-49,000. A development of this size will have an impact on the regional demographics. The growth occurs within the boundaries of Pleasant Grove Joint Union School District (PGJUSD).

The developer of the first phase of Sutter Pointe has been working with PGJUSD and stakeholders on an educational specification for planned school construction within the district, including the SCSOS. Directors of the Curriculum, Instruction & Accountability (CI&A) Department and the Facilities, Maintenance, Operations & Fleet (FMOF) Department have attended thus far. The SCSOS will continue to follow planning and development meetings as necessary to best support PGJUSD.

At this time, the current discussion has indicated an intention of the developer to construct all necessary facilities and amenities, as required to house the students that will be added to the district, including alternative and special education students. The SCSOS will continue to monitor the progress of Sutter Pointe for consideration in future planning.

Data Collection

Data for this Master Plan has been derived from several sources. These sources include the following:

-  Federal Census information of various types has been collected and is presented in numerous tables. It has been used as a supplement to SCSOS information and provides valuable background information about residents of Sutter County.

General Information

PEOPLE	Population
Population estimates, July 1, 2019, (V2019)	96,971
Population estimates base, April 1, 2010, (V2019)	94,756
Population, percent change - April 1, 2010 (estimates base) to July 1, 2019, (V2019)	2.3%
Population, Census, April 1, 2010	94,737
Age and Sex	
Persons under 5 years, percent	6.9%
Persons under 18 years, percent	25.8%
Persons 65 years and over, percent	15.6%
Female persons, percent	50.2%
Race and Hispanic Origin	
White alone, percent	72.7%
Black or African American alone, percent (a)	2.7%
American Indian and Alaska Native alone, percent (a)	2.4%
Asian alone, percent (a)	17.0%

Native Hawaiian and Other Pacific Islander alone, percent (a)	0.4%
Two or More Races, percent	4.8%
Hispanic or Latino, percent (b)	31.9%
White alone, not Hispanic or Latino, percent	44.9%
Population Characteristics	
Veterans, 2015-2019	5,986
Foreign born persons, percent, 2015-2019	22.2%
Housing	
Housing units, July 1, 2019, (V2019)	34,583
Owner-occupied housing unit rate, 2015-2019	57.7%
Median value of owner-occupied housing units, 2015-2019	\$279,400
Median selected monthly owner costs -with a mortgage, 2015-2019	\$1,677
Median selected monthly owner costs -without a mortgage, 2015-2019	\$504
Median gross rent, 2015-2019	\$1,033
Building permits, 2019	140
Families & Living Arrangements	
Households, 2015-2019	32,636
Persons per household, 2015-2019	2.91

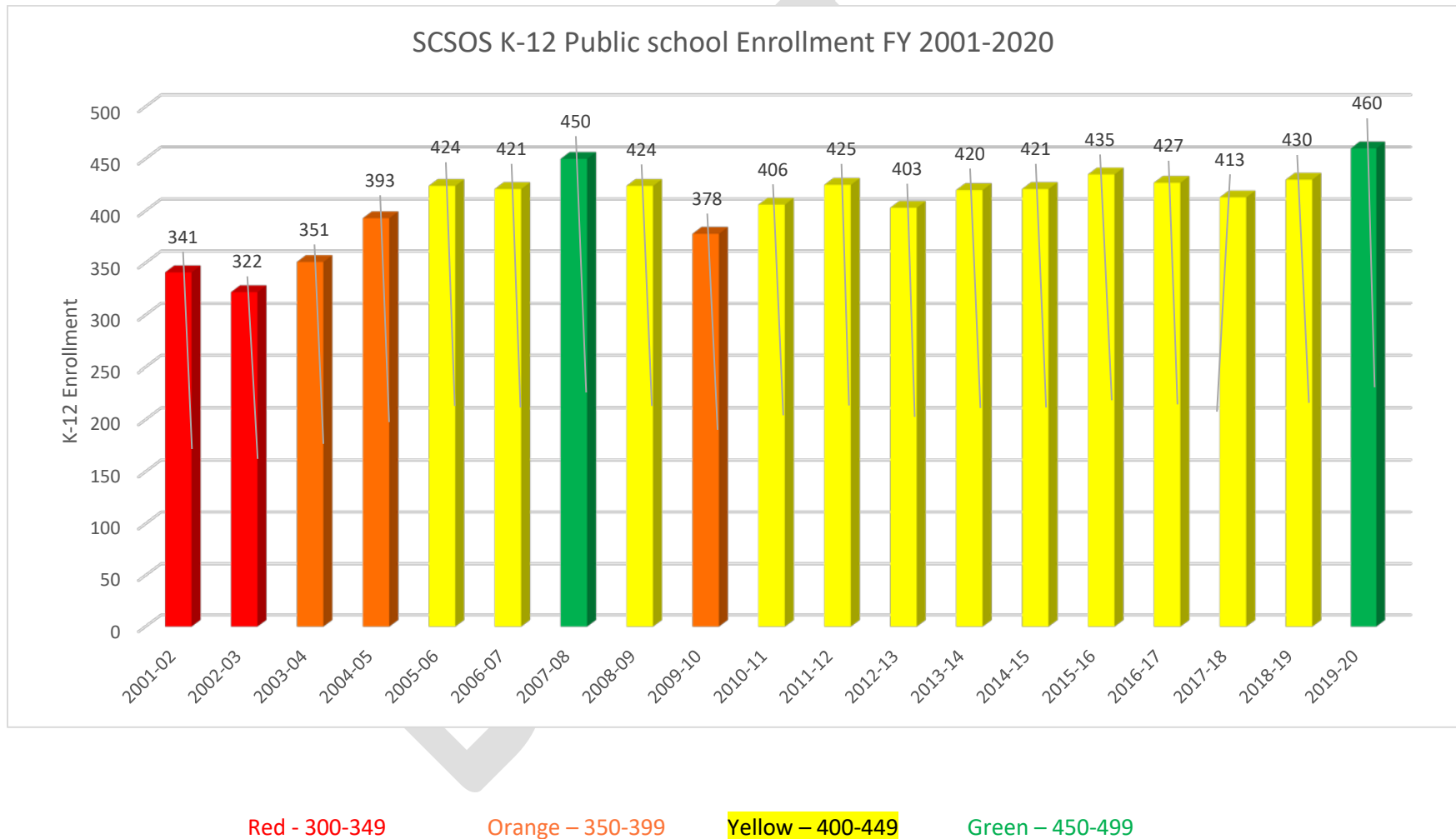
Living in same house 1 year ago, percent of persons aged 1 year+, 2015-2019	85.3%
Language other than English spoken at home, percent of persons aged 5 years+, 2015-2019	37.3%
Computer and Internet Use	
Households with a computer, percent, 2015-2019	89.0%
Households with a broadband Internet subscription, percent, 2015-2019	82.7%
Education	
High school graduate or higher, percent of persons aged 25 years+, 2015-2019	78.2%
Bachelor's degree or higher, percent of persons aged 25 years+, 2015-2019	18.2%
Health	
With a disability, under age 65 years, percent, 2015-2019	8.9%
Persons without health insurance, under age 65 years, percent	9.0%
Economy	
In civilian labor force, total, percent of population age 16 years+, 2015-2019	57.7%
In civilian labor force, female, percent of population age 16 years+, 2015-2019	50.7%
Total accommodation and food services sales, 2012 (\$1,000)(c)	116,640
Total health care and social assistance receipts/revenue, 2012 (\$1,000)(c)	392,432

Total manufacturers' shipments, 2012 (\$1,000)(c)	543,504
Total merchant wholesaler sales, 2012 (\$1,000)(c)	1,197,304
Total retail sales, 2012 (\$1,000)(c)	1,069,489
Total retail sales per capita, 2012(c)	\$11,255
Transportation	
Mean travel time to work (minutes), workers aged 16 years+, 2015-2019	27.5
Income & Poverty	
Median household income (in 2019 dollars), 2015-2019	\$59,050
Per capita income in past 12 months (in 2019 dollars), 2015-2019	\$27,371
Persons in poverty, percent	12.8%
Business	
Total employer establishments, 2018	1,813
Total employment, 2018	22,670
Total annual payroll, 2018 (\$1,000)	970,146
Total employment, percent change, 2017-2018	3.7%
Total non-employer establishments, 2018	6,251
All firms, 2012	5,461
Men-owned firms, 2012	2,907
Women-owned firms, 2012	1,806
Minority-owned firms, 2012	1,957

Nonminority-owned firms, 2012	3,108
Veteran-owned firms, 2012	542
Nonveteran-owned firms, 2012	4,598
Geography	
Population per square mile, 2010	157.3
Land area in square miles, 2010	602.41
FIPS Code	06101



Sutter County Superintendent of Schools K-12 Public School Enrollment 2001 - 2020





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SECTION 5: CAPACITY ANALYSIS

Classroom Capacity Analysis

The objective of a school capacity analysis is to evaluate the current inventory and use of classroom spaces to guide the SCSOS in facility planning, student transfer policies, and program expansion. The study can also serve as a basis of state eligibility for school facility construction and modernization funding.

The capacity analysis can be the foundation for Board policy and administrative regulations. This analysis should assist the Board, Superintendent, and the programs in exploring solutions to provide effective and permanent space to optimize the learning environment. It can also be used to develop policies and regulations identifying optimal enrollment capacities at each school site. Factors such as programs offered, academic standards, school safety, configuration, and size of libraries, administrative, bathroom, physical education, and other support facilities should be considered in establishing school site capacities.

In developing the capacity analysis, classrooms were identified and loaded utilizing state standards. The capacity analysis counts all spaces that meet criteria pursuant to the California Department of Education (CDE) "Classroom Definition Policy" (March 19, 2009): larger than 700 square feet in size, built as a classroom, and used as a teaching station for the last five years. The capacity analysis for each school site is provided in Exhibit A.

Why calculate capacity? – to enroll the **correct** number of students in a school facility, or conversely, to plan a school facility that is the right size for its intended enrollment. School capacity is defined as the number of learners reasonably accommodated by a school, building, and site.

As a County Office of Education, the SCSOS provides a broad range of programs and services that extend well beyond what would be considered in a traditional capacity analysis of a school site or district. Thus, the SCSOS holds a high standard on facility capacities and conditions that would best serve students of all ages and needs; therefore, adult education classrooms, conference spaces, and parking are also considered within this LRFMP.

SCSOS K-12 Classroom Capacity Data, 2020-21

The following tables show a basic overview of the number of classrooms (permanent and relocatable structures) and the estimated capacity for each space.

Feather River Academy, Pathways Charter Academy, Shady Creek, and Adult Education are all located on SCSOS owned properties and currently provide dedicated instruction and services to the respective programs.

The remainder of the classrooms are located on school district sites and are provided by the SCSOS to the district to utilize at their discretion as part of the Special Education Local Plan Area (SELPA) facilities pool. The SCSOS is responsible for the deferred maintenance of these buildings. The day-to-day use and maintenance is the district's responsibility and is coordinated by the SELPA.

Kindergarten through twelfth-grade classroom count, capacity, and enrollment

	Program Loading Number of Classrooms		
	Permanent	Portable	Total
Elementary			
Riverbend Elementary School	10	0	10
Lincrest Elementary School	0	9	9
Sub-Total Elementary	10	9	19
Middle School			
Gray Avenue Middle School	2	0	2
Live Oak Middle School	0	1	1
Sub-Total Middle School	2	1	3
High School			
Feather River Academy	7	0	7
Pathways Charter Academy	1	0	1
River Valley High School	1	0	1
Sutter Union High School	0	2	2
Yuba City High School	0	1	1
Sub-Total High School	9	3	12
Total	21	13	34

SCSOS K-12 Classroom Capacity and Enrollment Data

Elementary	Capacity	20-21 Enrollment	Difference
Riverbend Elementary School	250	34	216
Lincest Elementary School	225	18	207
Sub-Total Elementary	475	52	423

Middle School	Capacity	20-21 Enrollment	Difference
Gray Avenue Middle School	50	22	28
Live Oak Middle School	25	0	25
Sub-Total Middle School	75	22	53

High School	Capacity	20-21 Enrollment	Difference
Feather River Academy	175	57	118
Pathways Charter Academy	25	14	11
River Valley High School	25	10	15
Sutter Union High School	50	12	38
Yuba City High School	25	9	16
Sub-Total High School	300	102	198
Total	850	176	674

*Capacity for K-12 CR determined at General Ed, 150 sq. ft. teaching space, 30 sq. ft. per student for K-12

Primarily the programs and services offered by the SCSOS are occupied with students referred by other Local Education Agencies (LEA) for specialized services that are inefficient for a single District to provide.

Special Education students may be served by the District or the SCSOS, dependent upon the need, and the coordination of these services is handled through the SELPA. In addition, Feather River Academy (FRA) and Pathways Charter Academy (PCA), as an alternative High School option, are specialized to meet more specific needs of the students.

Given the nature of referrals, enrollment projections have less weight in the facility capacity calculation than historical reference and trends. Based upon the historical enrollment data (on page 26), the SCSOS had experienced only slight variances in the overall enrollment for alternative and special education since 2005, when the SCSOS constructed FRA to increase capacity. The tables above verify that the SCSOS has plenty of accommodation for the programs with room for expansion.

The current pace and direction, as indicated by the developer of the first phase of Sutter Pointe, it does not appear that the growth in Sutter Pointe will have a significant impact on capacity in the K-12 classrooms for the next five to ten years, if at all.

SCSOS Outdoor and Adult Ed Classroom Capacity and Enrollment Data

Shady Creek

Shady Creek is a residential, outdoor education, and science school. As a residential school, capacity analysis is approached relatively. The facility can house up to three hundred (300) residents, in multi-bunk rooms, with adults segregated from minors in living and restroom spaces. Teachers and students from counties throughout California and Oregon reside for the week, attending classes during the day and evening, and learning social and life skills when out of class. In addition, Shady Creek provides three meals a day to visiting teachers and students, with opportunities for students to volunteer and participate in food preparation and service with the nutrition staff.

As an outdoor school, most instruction is best performed outdoors; however, as school session is typically in rainy seasons, there are times when interior instructional spaces are necessary. Shady Creek has three interior "classroom" spaces, including the dining hall, allowing for up to one hundred students at a time in class. When outdoor class is unreasonable, Shady Creek adjusts the class schedule into a flexible, rotational routine, with students not attending class in a classroom studying in their respective cabins. Currently, this regimen is adequate but could be improved. The SCSOS has considered adding instruction space as well as additional adult restrooms to the site. EH&A recommends that the SCSOS continue to monitor and plan for when the facility improvements are feasible.

Shady Creek 2018-2019 Enrollment

Grade Level		Entities Served			Day Only (1 Day)	3 Nights (4 days)	4 Nights (5 days)
4th Grade	246	Client Teachers	212	Length of Stay	246		
5th Grade	2324	California Counties	9		62	1021	1241
6th Grade	1713	School Districts	50		47	343	1323
Other	127	Public Schools	67		127		
TOTAL Served	4410	Private Schools	12	Instructional Days	482	5456	12820

TOTAL Instructional Days	18758
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Adult Education and the One-Stop

<u>Adult Education</u>	Program Loading Number of Classrooms			Capacity
	Permanent	Portable	Total	
Gateway 1100	6	0	6	116
Adult Ed Bldg	8	0	8	150
Sub-Total Alt Ed	14	0	14	116

Since 1993 Adult Education (ADED) has provided High School Equivalency instruction and testing, English as a Second Language, supplemental math, English, and computer skills free of charge to the community. Over time, the program has adapted and grown to the community's needs, expanding programs, including integrating operations with the One-Stop. As a transitional program, where different groups in a master schedule utilize classrooms, capacity directly impacts the variety and number of services provided. Therefore, enrollment data aligns to classroom occupancy, which means a broader perspective is necessary to evaluate capacity.

Adult Education and the One-Stop, by their very nature, cater to a population more like a college. As a result, parking, restrooms, waiting rooms, and breakrooms become an integral part of the capacity analysis. Furthermore, the classroom curriculum and instruction are contingent upon ever-changing funding (such as grants) and the community needs. Therefore, adaptive, multi-use spaces are optimal for long-term planning and goals.

Originally housed at a property on Wilbur Avenue since 1988, the SCSOS relocated ADED and the One-Stop to newer, leased facilities located on the same block as the SCSOS offices in 2015. ADED expanded further and occupied a third SCSOS owned facility in 2018. Although these changes have improved conditions for the programs, the nature of the facilities (leased property, type of rooms, parking, etc.) hinders efficiency and growth.

Aligned to the Superintendent's vision, the SCSOS speculates facility and programmatic options to enhance ADED for the community. EH&A concurs with the SCSOS that a more sustainable solution would bolster these programs.

	Program Loading Number of Classrooms			Capacity	18-19 Enrollment	Difference
	Permanent	Portable	Total			
Shady Creek	3	0	3	100	110	-10

Capacity for Shady Creek determined by annual enrollment/ divided by respective class term then factored per class per day, 10 sq.ft. per student

Amenities: Conference space, parking, and restrooms

Conference space is critical to operations for the SCSOS. Many programs that do not have dedicated instructional space, such as the Tri-County Teacher Induction Program (TCIP), utilize the conference rooms as make-shift classrooms, planning the operations around other program events, meetings, conferences, and public venues. Many of these events draw community members to the SCSOS facilities, filling parking lots and placing a high demand on restrooms.

The largest room at the SCSOS is Boyd Hall, a multi-purpose room at FRA. The room has a capacity for 245 occupants and cannot accommodate the entire staff of the SCSOS for the Superintendent's annual in-service meeting. According to James Peters, multiple attempts have been made to make the space more agreeable as a large venue room, including upgrades to acoustics, audio/visual systems, HVAC, and parking. However, feedback is that users continue to find the space to be awkward for large groups.

Parking is at a premium for the SCSOS, especially during regular business hours, when staff is also on-site. The table below demonstrates a basic comparison of available conference space versus available parking.

Location	Conference room		Parking
	% of Bldg Footprint	Capacity	
SCSOS main office	18.67%	229	90
Feather River Academy	17.32%	276	39
Gateway 1000	20.49%	113	21
Gateway 1100	11.94%	52	34
Adult Ed	4.77%	29	38
Total		699	222

*Capacity @ 15 sq.ft. p/person

The SCSOS has adapted and adjusted in the past to make do with the accommodations available, including adding an overflow gravel parking lot on the vacant lot to the West of the SCSOS office. Still, conference room capacity and parking continue to be a hurdle.

SECTION 6: IMPLEMENTATION

Project Development

This LRFMP is a foundation and a reference to align priorities and actions. As a living document, the LRFMP should be reviewed and updated annually to assist in planning and budget development. Although the development of this plan is a significant undertaking, it is only a fraction of the work to come. Establishing timelines, funding sources, stakeholders, and project leads are the preliminary steps towards each goal. Additional resources to accomplish these steps are included within the Exhibits.

Potential Participation in the Calif. State School Facility Program

In November 1998, the Leroy F. Greene School Facilities Act of 1998 (SFP) was enacted by Senate Bill 50, replacing the Lease Purchase Program as the State's School Facility funding program. The SFP is a per-pupil grant program providing funding for new construction on a 50/50 State/Local basis and modernization on a 60/40 State/Local basis after establishing baseline eligibility. Baseline eligibility for new construction is the number of un-housed students projected in five years. Eligibility is established by completing State Allocation Board Forms. More information is included in Exhibit E.

The SCSOS can participate in the State School Facility Program (SFP) but **does not have eligibility** at this time.

Suggested Plan for Updating the School Facilities Master Plan

The Board of Education may wish to direct staff to provide an annual update report each year to provide:

- ✚ Updated information related to development activity occurring and planned within the SCSOS likely to impact the SCSOS facility-related needs.
- ✚ Updated recommendations for short-term and long-term facility-related improvements throughout the SCSOS.
- ✚ Updated recommendations relative to planning for new facilities.
- ✚ Updated recommendations relative to the utilization of available school facility funding options.

The Board of Education has invested considerable time, care, and resources towards completing this Long Range Facilities Master Plan. These commitments represent a significant investment by the Board toward responsible planning for the future facility needs for the SCSOS as they seek to provide the highest quality educational programs and instructional services for the SCSOS students. The policy statements that follow represent the Board's current policy positions on matters that pertain to school facility master planning.

The Board of Education recognizes the importance of long-range planning for school facilities to help meet the changing needs of students and programs served by SCSOS and help ensure that resources are allocated efficiently and effectively.

- ✚ To that end, the Board directs the Superintendent or designee to develop and maintain a master plan for SCSOS facilities.
- ✚ The plan shall describe the SCSOS anticipated short- and long-term facilities needs and priorities and shall be aligned with the SCSOS educational goals.
- ✚ The Superintendent or designee shall ensure that staff, parents/guardians, students, and business and community representatives are kept informed of the need for construction and modernization of facilities and the SCSOS plans for facilities.
- ✚ The Superintendent or designee may also establish a facilities committee that shall meet at regular intervals to give community members opportunities to provide input into the planning process.
- ✚ The committee may consult local governmental and state planning agencies to ensure compliance with local and state standards.
- ✚ At least 45 days prior to completion of any facilities plan that relates to the potential expansion of existing school sites or the necessity to acquire additional school sites, the Superintendent or designee shall notify and provide copies of the plan or any relevant and available information to the planning commission or agency of the city or county with land use jurisdiction within the SCSOS per Education Code Section 17213.
- ✚ If the city or county commission or agency requests a meeting, the Superintendent or designee shall meet with them within 15 days following the notification.
- ✚ Items that the parties may discuss at the meeting include, but are not limited to:
 - Methods of coordinating planning with proposed revitalization efforts and recreation and park programs,
 - Options for new school sites,
 - Methods of maximizing the safety of persons traveling to and from the site,
 - Opportunities for financial assistance.

SECTION 7: Facilities Assessment & Project Prioritization Process

The scope of services for the LRFMP includes a facility needs assessment to help identify priority projects at SCSOS school sites. EH&A worked closely with the Superintendent, Assistant Superintendent of Business Services, Director of Facilities, Maintenance, Operations, and Fleet, and leadership to conduct workshops, review documents, and interview staff.

Background



In preparation for an LRFMP, the SCSOS retained the services of SchoolDude and EMG Inspection Services to perform a full inspection, inventory, and analysis of each facility, including building components and equipment. Each location was thoroughly reviewed and assessed. The results were uploaded into Capitol Forecast Direct (CFD), a SchoolDude software product that tracks conditions and lifespans and provides predictive reporting for expenditure planning. The SCSOS continues to use this tool for short and long-term planning.

After reviewing the data available in CFD, EH&A held meetings with James Peters, Director of Facilities, Maintenance, Operations and Fleet (FMOF), between March 2021 and May 2021. The goals and scope of the LRFMP, the condition of existing facilities, and the need for facility improvements were discussed and identified.

The facility evaluation process included meeting with stakeholders to ensure that the broader community's concerns were heard and considered and developing a strategy to prioritize which projects would be of most benefit to each campus and the SCSOS.

Process

EH&A reviewed many documents, including:

-  Data provided by the FMOF
-  School Dude Capital Forecast Direct

EH&A contacted the FMOF Director, James Peters, to obtain detailed information concerning the SCSOS needs for educational infrastructure and informational technology improvements.

Based on EH&A's review of documents and interviews, EH&A prepared Site Profile Sheets (Exhibit D) for all SCSOS support and campus-wide projects.

Projects were prioritized and organized into the following categories:

-  Health & Safety
-  Classroom Modernization
-  Support Facilities
-  Conference facilities
-  Parking
-  Site Modernization
-  Technology
-  New Construction

Conclusion

Through the discussion, assessment, deliberation, and prioritization, twenty (20) SCSOS projects were identified (see Exhibit D). Cost estimates developed for the projects identified on the Site Profiles are preliminary, and the SCSOS priorities may shift once projects are priced for construction. In the absence of project funding, developing cost estimates and establishing an Initial Planning Budget should be considered the next step.

The Site Profile Sheets contained in Exhibit D within this document will continue to provide valuable information to the SCSOS as an assessment of funding sources is developed and should be used as a tool moving forward, with annual review, updates, and determinations.

The SCSOS is to be commended for its commitment to prioritizing the care and maintenance of the facilities. EH&A did not find any critical maintenance or modernization need within the existing facilities. The SCSOS demonstrably understands the impact of facilities and maintenance on the educational environment and prioritizes preventive and routine maintenance equitably.

SECTION 8 EXHIBITS

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Exhibit A – Classroom Capacity Analysis

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Room No.	Capacity					Use	Total Sq. Ft.
	Special Ed		Gross CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<u>Riverbend Elementary School</u>							
42			1	1		YCUSD	960
43			1	1		YCUSD	960
44			1	1		YCUSD	960
45			1	1		YCUSD	960
46			1	1		YCUSD	960
47			1	1		YCUSD	960
48			1	1		YCUSD	960
49			1	1		YCUSD	960
50			1	1		YCUSD	1440
6B						Speech Office	0
14						Psych, Nurse, Conf.	0
8	1					ASD	0
7	1					ASD	0
4	1					ASD	0
21	1					ASD	0
5	1					ASD	0
A27						Admin Office	0
A13						Admin Office	0
K5			1	1		YCUSD	1280
Total	5	0	10	10	0		10,400

Riverbend Elementary School		
Program Capacity Calculations		
Special Ed - Severe	5	Capacity 2020-21 45
Students / Rm.	9	
Subtotal	45	
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	0	

Room No.	Capacity						
	Special Ed		Gross CR Inventory	Permanent	Portable	Grade	Total Sq. Ft.
	Severe	Non-Severe					
<u>Lincrest Elementary School</u>							
17			1		1	YCUSD	960
18			1		1	YCUSD	960
19			1		1	YCUSD	960
20			1		1	YCUSD	960
21			1		1	YCUSD	960
22			1		1	YCUSD	960
23			1		1	Speech/Psych/Conf	960
24	1		1		1	SDC	960
25	1		1		1	SDC	960
Total	2	0	9	0	9		8640

Lincrest Elementary School		
Program Capacity Calculations		
Special Ed - Severe	2	Capacity 2020-21 18
Students / Rm.	9	
Subtotal	18	
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	0	

Room No.	Capacity					Grade	Total Sq. Ft.
	Special Ed		Gross CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<u>Gray Ave Middle School</u>							
SC 1	1		1	1		SDC	900
SC 2	1		1	1		SDC	900
AT/OT #34	1				1	SDC	960
Total	3	0	2	2	1		2760

<i>Gray Ave Middle School</i>		
Capacity Calculations		
Special Ed - Severe	3	Capacity 2020-21 27
Students / Rm.	9	
Subtotal	27	
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	0	

Room No.	Capacity						
	Special Ed		Gross CR Inventory	Permanent	Portable	Grade	Total Sq. Ft.
	Severe	Non-Severe					
<u>RVHS</u>							
<u>400</u>							
400	1		1	1		SDC	1,280
Total	1	0	1	1	0		1280

River Valley High School CR 400		
Program Capacity Calculations		
Special Ed - Severe	1	Capacity 2020-21
Students / Rm.	9	
Subtotal	9	
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	0	

Room No.	Capacity					Total Sq. Ft.
	Special Ed		Gross CR Inventory	Permanent	Portable	
	Severe	Non-Severe				
<u>Live Oak MS 708</u>						
708			1		1	960
Total	0	0	1	0	1	960

<i>Live Oak MS 708</i>		
Program Capacity Calculations		
Special Ed - Severe	0	Capacity 2020-21 13
Students / Rm.	9	
Subtotal	0	
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	0	

Room No.	Capacity					Grade	Total Sq. Ft.
	Special Ed		Gross CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<u>Yuba City HS 211</u>							
211	1		1		1	ASD	960
Total	1	0	1	0	1		960

<i>Yuba City HS 211</i>		
Program Capacity Calculations		
Special Ed - Severe	1	Capacity 2020-21
Students / Rm.	9	
Subtotal	9	
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	0	

Room No.	Capacity					Grade	Total Sq. Ft.
	Special Ed		Gross CR Inventory	Permanent	Portable		
	Severe	Non-Severe					
<u>Sutter</u> <u>Union</u> <u>HS SH</u>							
104	1		1		1	SDC	960
105	1		1		1	SDC	960
Total	2	0	2	0	2	0	1,920

<i>Sutter Union HS SH</i>		
Program Capacity Calculations		
Special Ed - Severe	2	Capacity 2020-21 18
Students / Rm.	9	
Subtotal	18	
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	13	

Room No.	Capacity						Grade	Total Sq. Ft.
	Special Ed			Gross CR Inventory	Permanent	Portable		
	Grades 9-12	Severe	Non-Severe					
FRA/PCA								
CR1 - Park Place		1		1	1		SD Classroom & Life Skills	1,795
CR 2		1		1	1		SD Classroom & Life Skills	1,033
CR 3					1		SD Life Skills	266
CR 4		1		1	1		SD Classroom & Life Skills	1,033
CR 5	1			1	1		Alt Ed	1,033
CR 6					1		Office	266
CR 7	1			1	1		Alt Ed	1,033
CR 8	1			1	1		Alt Ed	1,033
CR 9					1		Office	266
CR 10	1			1	1		Alt Ed	1,033
Boyd Hall					1		Alt Ed, ROP, Charter	7,638
Independent Study					1		Psych, Nurse, Conf. ISP Building	960
Lassen	1			1	1		Charter	960
Total	5	3	0	8	13	0		18,349

FRA/PCA		
Program Capacity Calculations		
CR, 9-12, w/out special ed	5	
Students / Rm.	27	
Subtotal	135	
Special Ed - Severe	3	Capacity 2020-21
Students / Rm.	9	
Subtotal	27	162
Special Ed - Non-Severe	0	
Students / Rm.	13	
Subtotal	0	

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Exhibit B – Life Expectancy of School Facilities Components

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Life Expectancy of School Facilities Components

Facility Components: The following chart gives the guidelines for typical life expectancy of specific school facilities components:

NUMBER	SCHOOL FACILITY COMPONENTS	LIFE EXPECTANCY
1	Floor Covering: <ul style="list-style-type: none"> Asphalt tile and vinyl asbestos tile Carpeting LVT Flooring 	20 Years 10 Years 25 Years
2	Painting, Interior Classrooms/Hallways Cafeteria/Restrooms, etc. <ul style="list-style-type: none"> Classroom, library, offices, and hallways Kitchens, lunchrooms, and restrooms 	Every 13 years Every 13 years
3	Painting, Exterior Trim, and/or masonry: <ul style="list-style-type: none"> Exterior stucco or masonry Exterior wood and metal trim (including all woods, metal, and the siding on bungalows) 	Every 15 years Every 6 years
4	Electrical/Communication System: <ul style="list-style-type: none"> Panels and boards, and signal systems, including fire alarm and public address 	20 years
5	Classroom Lighting: <ul style="list-style-type: none"> Substandard incandescent lighting and obsolete fluorescent lighting fixtures LED Lighting 	None 20 Years
6	Roofing: <ul style="list-style-type: none"> Clay or cement tile Slate Felt base, 40 lb and 80 lb asbestos or glass cap sheet with coated aluminum Felt, 5 ply, and gravel Felt, 15 lb and 90 lb cap sheet Composition shingles, 40 lb Composition shingles Flashings, gutters, and downspouts Single Ply vinyl 	30 years 40 years 20 years 20 years 10 years 15 years 25 years 30 years 15 years

7	<p>Plumbing:</p> <ul style="list-style-type: none"> • Piping within buildings (rusting out or uselessly stopped up with scale) • Replacement parts are no longer available • When accumulated, single repair projects cost equal the unit acquisition cost 	None
8	<p>Heating/ventilation/air conditioning:</p> <ul style="list-style-type: none"> • Gas-fired unvented wall heaters/other heaters (boilers and piping) • Individual heating units except for gas-fired, unvented wall heaters <p>Ventilation and air conditioning systems:</p> <ul style="list-style-type: none"> • Central Systems • Individual Units • Cafeteria and automotive fume exhaust systems 	<p>30 years</p> <p>15 years</p> <p>30 years</p> <p>15 years</p> <p>None</p>
9	<p>Wall Systems:</p> <ul style="list-style-type: none"> • Doors • Door hardware • Window assemblies-Wood sash 	<p>30 years</p> <p>10 Years</p> <p>15 Years</p>
10	<p>Paving:</p> <ul style="list-style-type: none"> • Asphalt/asphaltic concrete (slurry coat and seal) • Concrete • Slurry 	
11	Underground Storage Tanks	17 Years
12	<p>Asbestos:</p> <ul style="list-style-type: none"> • Inspection, sampling, and analysis • Removal or encapsulation 	None

Exhibit C – Life of A Project



LIFE OF A PROJECT

Sutter County Superintendent of Schools



HELPING SCHOOL DISTRICTS MEASURE UP

now part of **MGT CONSULTING**

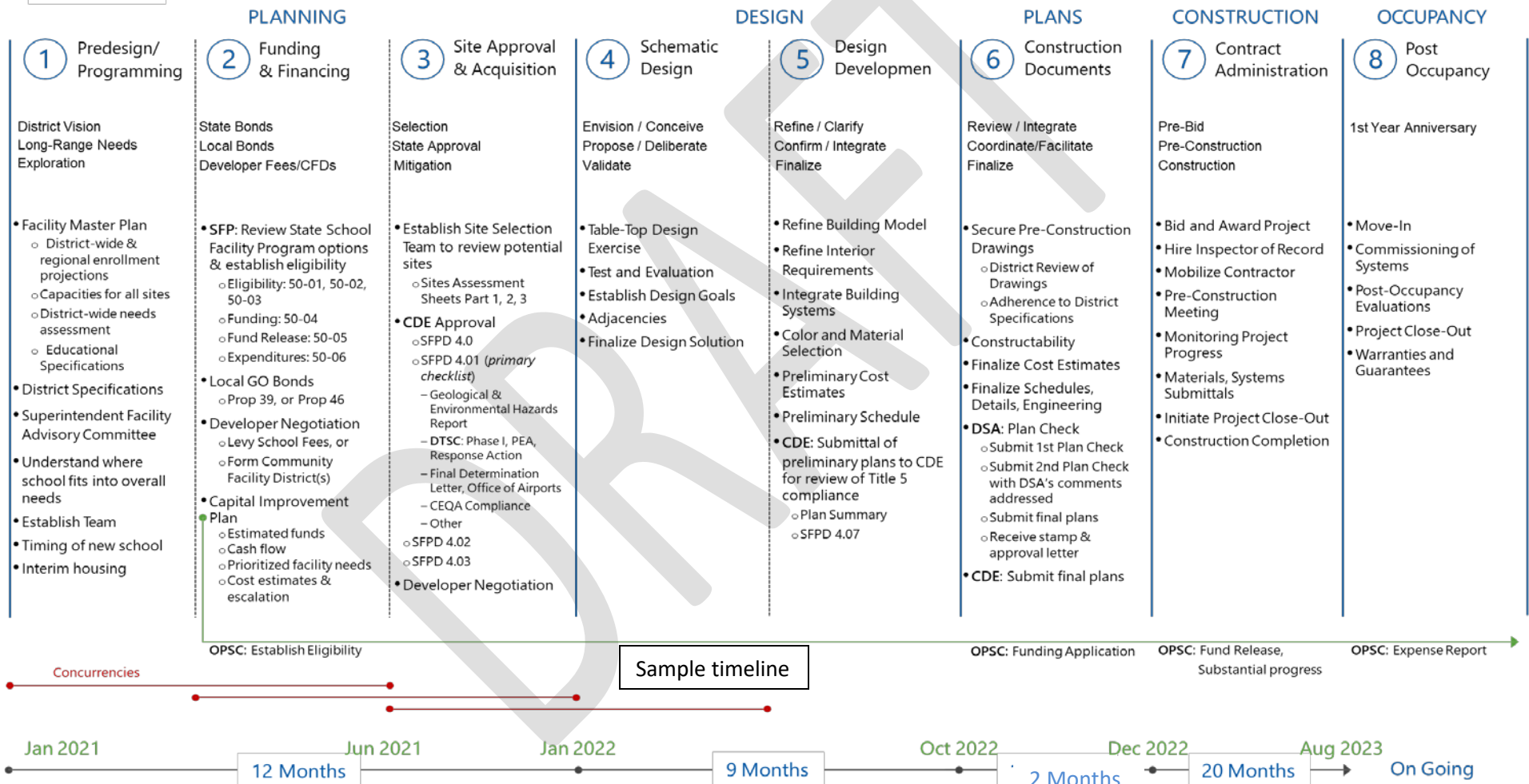


Exhibit D – Facility Condition Assessments
Site Profile Worksheets

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Long Range Facilities Master Plan

May 2021

<div>SCSOS Main Office</div> <div>970 Klamath Lane</div> <div>Yuba City, CA 95993</div> <div>Year Built: 2000</div> <div>Bldg. Sq. Ft.: 18,409</div> <div>Acreage:</div> <div>Student Population:</div> <div>Modernized:</div> <div>Summary of Improvements Needed</div>							
Category / Item	In Progress	Priority			Preliminary Cost Estimates		
		1	2	3	Hard Cost	Soft Cost	Total Estimate
					Escalated To	Escalated To	Escalated To
					2021	2021	2021
Health & Safety							
Camera system expansion - Expand camera surveillance capabilities	✓				\$ 86,400	\$ 33,600	\$ 120,000
HVAC Assessment - Repair/replace/add for energy efficiency, possibly incorporate improved air filtration and scrubbing - Funding contingent upon various grants incentives, with support from 0806	✓				\$ 144,000	\$ 56,000	\$ 200,000
Classroom Modernization							
Support Facilities							
Improving software, hardware, fees and process for room and vehicle booking	✓				\$ 25,920	\$ 10,080	\$ 36,000
Paint - Every 10 yr for common area & CR, 15 yr for office	✓				\$ 2,463	\$ 958	\$ 3,421
Floor finish replacements - Have average price p/yr at 10 yr for all	✓				\$ 14,780	\$ 5,748	\$ 20,528
Asphalt replace/slurry/stripe - every 5 yr for slurry	✓				\$ 4,680	\$ 1,820	\$ 6,500
Athletic Facilities							
Playing Fields							
Site Modernization							
Door Access Control Rehab - Convert obsolete system to current standards	✓				\$ 5,400	\$ 2,100	\$ 7,500
Restroom remodels - Klamath public restroom rehab					\$ 54,000	\$ 21,000	\$ 75,000
Stucco resurface - within 5 years					\$ 46,800	\$ 18,200	\$ 65,000
New Construction							
Other							
Facility Master Plan	✓				\$ 17,250	\$ 11,500	\$ 28,750
TOTAL ALL CATEGORIES							



Long Range Facilities Master Plan

May 2021

Feather River Academy
1895 Lassen Blvd
Yuba City, CA 95993

Year Built: 2005
Bldg. Sq. Ft.: 23,949
Acreage: P
Student Population:
Modernized:
Summary of Improvements
Needed

Feather River Academy	In Progress	Priority	Preliminary Cost Estimates		
			Hard Cost	Soft Cost	Total Estimate
			Escalated to	Escalated to	Escalated to
Category / Item		1 2 3	YYYY	YYYY	YYYY
Health & Safety					
Camera system expansion - Expand camera surveillance capabilities	✓		\$ 86,400	\$ 33,600	\$ 120,000
HVAC Assessment - Repair/replace/add for energy efficiency, possibly incorporate improved air filtration and scrubbing - Funding contingent upon various grants and incentives, with support from 0806	✓		\$ 144,000	\$ 56,000	\$ 200,000
Classroom Modernization					
Support Facilities					
Improving software, hardware, fees and process for room and vehicle booking	✓		\$ 25,920	\$ 10,080	\$ 36,000
Paint - Every 10 yr for common area & CR, 15 yr for office	✓		\$ 2,982	\$ 1,160	\$ 4,142
Floor finish replacements	✓		\$ 17,892	\$ 6,938	\$ 24,830
Asphalt replace/slurry/stripe - every .5 yr for slurry	✓		\$ 8,640	\$ 3,360	\$ 12,000
Athletic Facilities					
Playing Fields					
Site Modernization					
Roof replacement - Single ply vinyl upgrade to built up room			\$225,000	\$84,000	\$309,000
Technology					
New Construction					
Other					
Facility Master Plan	✓				
TOTAL ALL CATEGORIES					



Long Range Facilities Master Plan

May 2021

Shady Creek 18695 Pathfinder Way Nevada City, NV 95959									
Year Built:		Varied							
Bldg. Sq. Ft.:		33,885							
Acreage:									
Student Population:									
Modernized:									
Summary of Improvements Needed									
Shady Creek		In Progress	Priority			Preliminary Cost Estimates			
Category / Item			1	2	3	Hard Cost	Soft Cost	Total Estimate	
						Escalated To	Escalated To	Escalated To	
					YYYY	YYYY	YYYY		
Health & Safety									
HVAC Assessment - Repair/replace/add for energy efficiency, possibly incorporate improved air filtration and scrubbing - Funding contingent upon various grants and incentives, with support from		✓				\$ 144,000	\$ 56,000	\$ 200,000	
Classroom Modernization									
Support Facilities									
Paint - Every 10 yr for common area & CR, 15 yr for office		✓				\$ 4,279	\$ 1,664	\$ 5,942	
Floor finish replacements		✓				\$ 10,800	\$ 4,200	\$ 15,000	
Asphalt replace/slurry/stripe - every 5 yr for slurry		✓				\$ 23,760	\$ 9,240	\$ 33,000	
Athletic Facilities									
Playing Fields									
Site Modernization									
Technology									
New Construction									
Other									
Facility Master Plan		✓							
TOTAL ALL CATEGORIES									

Exhibit E – School Facility Program

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State-wide Funding for the School Facility Program

Funding for projects approved in the SFP comes exclusively from state-wide general obligation bonds approved by the voters of California. The first funding for the program was from Proposition 1A, approved in November 1998. That bond for \$9.2 billion contained \$6.7 billion for K–12 public school facilities.

The second funding for the program was from Proposition 47, approved in November 2002. It was a \$13.2 billion bond, the most significant school bond in the history of the state. It contained \$11.4 billion for K–12 public school facilities.

In March 2004, a third bond was passed by California voters for another \$12.3 billion. The \$12.3 billion provided by Proposition 55 contained \$10 billion for K–12 public school facilities. At this time, funds remain for new construction projects.

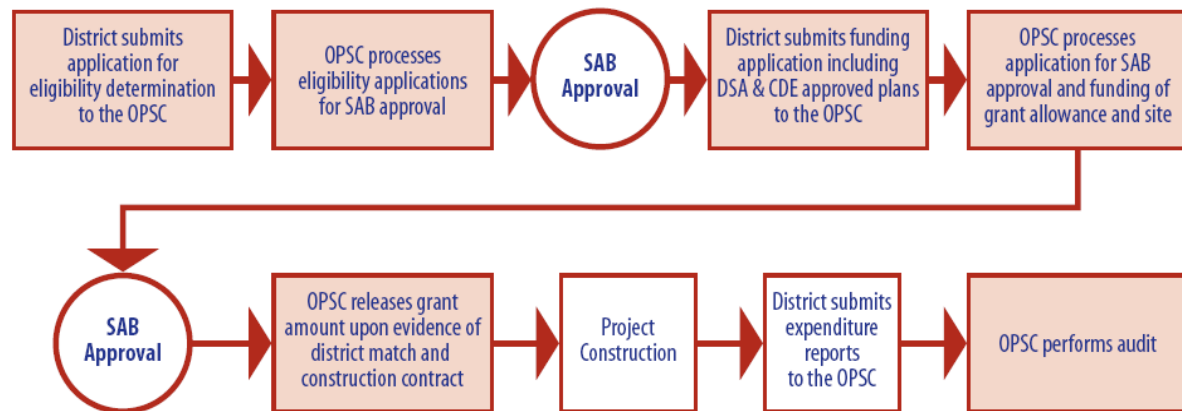
In November 2006, an additional \$10.416 billion was passed by the voters. Of the \$10.416 billion provided by Proposition 1D, \$7.3 billion will be utilized by school districts to address overcrowding, provide career technical education facilities, accommodate future enrollment growth, renovate and modernize older school buildings and allow participation in community-related joint-use projects.

The School Facility Program (SFP) provides state funding assistance for two major types of facility construction projects: new construction and modernization. The process for accessing the state assistance for this funding is divided into two steps: an application for eligibility and a funding application.

The State Allocation Board (SAB) approves applications for eligibility. This approval establishes that a school district or county office of education meets the criteria under the law to receive new construction or modernization assistance. Eligibility applications do not result in state funding. To obtain the funding for an eligible project, the district representative must file a funding application with the Office of Public School Construction (OPSC) for approval by the SAB.

State School Building Funding Process

School Facilities Program (SB 50)



Note: Shading indicates OPSC processing.

Please note: References to "the school district" in this section also refer to county offices of education, unless otherwise noted.

The process to establish eligibility for the school district (under new construction) or for a school site (under modernization) is required only once. An application for eligibility is the first step toward funding assistance through SFP. After that, the school district updates the eligibility information required to support new construction funding applications, or only for updates that will increase the school district's eligibility if applying for modernization funding. After OPSC reviews the application for eligibility, it is presented to SAB for approval. The SAB's action establishes that the school district has met the criteria outlined in law and regulation to receive state funding assistance for constructing new facilities or the modernization of existing facilities.

The underlying concept behind eligibility for new construction is straightforward. A school district must demonstrate that existing seating capacity is insufficient to house the projected number of pupils by using either a five-year or a ten-year enrollment projection. Once the new construction eligibility is determined, a "baseline" is created that remains in place as the basis of all future applications. The baseline is adjusted for changes in enrollment, for facilities added, and may also be adjusted for other factors such as errors, omissions, or regulatory amendment changes to SFP. For a complete list of adjustments, refer to SFP Regulations, Section 1859.51.

Based on researching the Office of Public School Construction data and information available

at the Project Tracking website, <https://www.dgsapps.dgs.ca.gov/OPSC/PT/Pt/Default.aspx>, it appears the SCSOS has benefited from participation in the program. The current status of state bond funds is that all funding from past bonds has been allocated and exhausted. However, the legislature has started processing legislation to place a new State School Facility Program Bond in the amount of \$12 billion on the ballot in November 2022. If the bond passes, SCSOS may establish new eligibility for future new construction and modernization projects at that time.

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Exhibit F – Harter Building Flowchart

